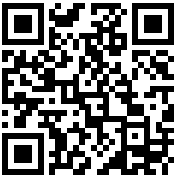
This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

Google™ books

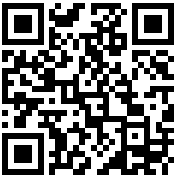
https://books.google.com



This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

Google™ books

https://books.google.com

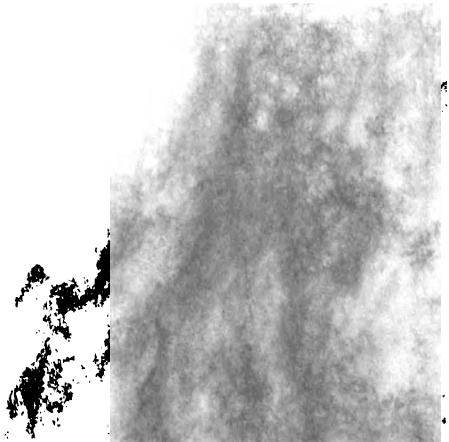


Digitized by Google

THE LIBRARY

Periodical Collection
CLASS 805
BOOK M7275

Digitized by Google



Digitized by Google

Digitized by Google

MODERNA SPRÅK

Svensk Månadsrevy för undervisningen i de tre huvudspråken

utgiven av

C. S. FEARENSIDE
M. A. (Oxon.)
Universitetslektor i Lund.

CAMILLE POLACK
Agrégé de l'Université
f. d. Universitetslektor i Lund.

ERNST A. MEYER
Lektor vid Handelshögskolan i Stockholm.

Under medverkan av

Docent EMIL RODHE

FJÄRDE ÅRGÅNGEN.

(N:r 32—40)

1910.

DISTRIBUTION:
MODERNA SPRÅK, LUND

LUND 1910, AKTIEBOLAGET SKÅNSKA CENTRALTRYCKERIET.
Printed in Sweden

Google

Digitized by Google

MODERNA SPRÅK:

ÅRGÅNG IV (1910)

INNEHÅLL.

N:r 1 — Februari.

(Afzelius' Pronouncing Dictionary).

	Sid.
Anmälan	1— 2
Back Numbers of Moderna Språk and Skandinavisk Månadsrevy	2
Uniform Grammatical Terminology: Abstract of the Interim Report of the British Joint Committee	3, 4
Book-Review. AFZELIUS, *Concise Pronouncing Dictionary of English:* by Prof. **Eilert Ekwall**	5— 9
Ämbetsexamensstil i tyska (Docent **Otto Heinertz**): översatt med kommentar av Lektor **Walter Karf**	9—12
Realskolestil (**Emil Rodhe**) med översättningar av **E. A. Meyer, C. Y.** och **C. S. Fearenside**	12—15
Insända till Redaktionen: Gramophonskivor, Tidskrifter	15, 16

N:r 2 — Mars

(Årets Feriekurser).

The Principal Holiday Courses, British and Continental by **C. S. Fearenside**	17—19
British Summer Meetings, 1910: by **C. S. Fearenside**	20—24
Eine Schülerreise nach Deutschland: von **E. A. Meyer** und **J. C. Köper**	24—26
Översättningar: Realskolestil (**C. S. R. C.**) med översättningar och kommentar av **A. Laronde, C. Polack, E. A. Meyer** och **C. S. Fearenside**	26—29
Certain Personal Matters: by **C. S. Fearenside**	30
Till Redaktionen insända Tidskrifter (Tyska, Danska, Engelska)	30—31
Oxford and Cambridge Meetings Official Announcements	32

JAN 21 '47 Gjörwell

1146659

Digitized by Google

N:r 3 — April

(Vårens Studentstilar).

Sid.

Uppsatsämnen vid studentexamen 33
Tyskt översättningsprov för real- och latingymnasiet: översatt med kommentar av **Walter Karf** och **Hans Sperber** ..... 34—36
Franskt översättningsprov för real- och latingymnasiet: översatt med kommentar av **Virgile Pinot, L. Méaly** och **M. Ransson** ..... 36—39
Engelskt översättningsprov för latingymnasiet: översatt med kommentar av **G. E. Fuhrken** och **C. S. Fearenside** 39—43
Franskt översättningsprov för realgymnasiet: översatt av **Virgile Pinot** och **M. Ransson** ..... 43—44
Engelskt översättningsprov för realgymnasiet: översatt av **G. E. Fuhrken** och **C. S. Fearenside** ..... 45—48

N:o 4 — Maj

(Realskolestilnummer).

Edwardus Rex, 1901—1910: by **G. E. Fuhrken** 49
Some Books on Oxford: by **Evelyn M. Gunter** ..... 50—52
The Edinburgh Summer Meeting: by **Märta Pallin** .... 53—54
Tyska översättnings- och reproduktionsprov vid Realskoleexamen: med översättningar och kommentar av **Walter Karf** och **E. A. Meyer** ..... 54—56
Engelska reproduktions- och översättningsprov vid Realskoleexamen: med översättningar och kommentar av **G. E. Fuhrken** och **C. S. Fearenside** ..... 56—61
Brevlåda (English Literature; Binding Cases) 61
Till Redaktionen insända skrifter 62
Fourth Summer Course in English at Anglicia 63
Cours de Français pour les Étrangers 64

N:r 5 — Juni

(Rostands Chantecler).

Ett planerat försök med infödd Assistent vid Språkundervisningen: av Lektor **A. Korlén** ..... 65—71
Une satire Littéraire et un Nouvel art poétique: Chantecler: par Lektor **Virgile Pinot** ..... 72—83

Digitized by Google

Sid.
Trois Versions Supplémentaires: par **E. Rodhe** ..... 84—85
Fragen und Antworten: von **K. Elfman** und **E. A. Meyer** 85—86
Till Redaktionen insända Tidskrifter ..... 87—88
Inackordering i Utlandet 88

N:o 6 — September.

(Free Compositions on British Coins).

Studies in British Coins and Money: III. Answers to Questions on British Coins. By **C. S. Fearenside** 89— 95
Book Reviews:
ARVID GABRIELSON, Rime as a Criterion of the Pronunciation of Spenser, Pope, Byron and Swinburne. By **Daniel Jones** ..... 95— 96
A. C. BRADLEY, Shakespearean Tragedy. By **Frank Martin** ..... 96— 98
Översättningsövningar:
British Aids to Language Teaching and Learning 98— 99
A "Calydonian" Verse-Version, after Swinburne, of the Realskolestil, V. T. 1909, by **G. E. Fuhrken**. 100—101
Två engelska stilar vid Lunds Universitet, V. T. 1910 101—102
Till Redaktionen insända Skrifter (Böcker, Tidskrifter) 102—104

N:o 7 — Oktober.

(Atkinsons Mouth-Measurer).

Meddelande: (a) Vårt Examensnummer; (b) För Prenumeranter 105
Atkinsons Mouth-Measurer: von **E. A. Meyer** ..... 106—107
New Volumes in Nelson's Libraries: by **C. S. Fearenside** 108—111
Two Editions of Chaucer: by **Prof. Eilert Ekwall** .... 111—112
Säterstrands Deutsche Stunden: von **Prof. E. A. Kock** 113
Wulffs 25 Stunden Deutsch Sprechen: von **Lektor Walter Karf** ..... 113—114
Översättningsövningar: —
Stilsvenska: Jerusalems Modernisering ..... 114—115
Liebe Mama: von **E. A. Meyer** 115
A Mare's Nest: by **C. S. Fearenside** ..... 115—117
Till Redaktionen insända Skrifter (Franska, Tyska och Engelska Böcker; Tidskrifter) ..... 118—120

Digitized by Google

N:o 8 — November.

(Student- och Realskolestilnummer).

Sid.

Uppsatsämnen vid Studentexamen 121

Höstens Studentstilar:

Tyskt översättningsprov: översatt med kommentar av **E. A. Meyer** och **Walter Karf** ..... 122—124

Franska översättningsprov: översatta av **Paul Méaly:**

för latingymnasiet ..... 124—126

för realgymnasiet ..... 128—130

Engelska översättningsprov:

för latingymnasiet: översatt av **C. S. Fearenside** och **G. E. Fuhrken** ..... 126—128

för realgymnasiet: översatt med kommentar av **C. S. Fearenside** ..... 130—132

Höstens Realskolestilar:

Tyskt översättningsprov: översatt av **E. A. Meyer** och **Walter Karf** ..... 133—134

Engelskt översättningsprov: översatt med kommentar av **C. S. Fearenside** ..... 135—136

Engelskt Reproduktionsprov 136

N:o 9 — December

(Rostands Cyrano de Bergerac).

Till våra ärade prenumeranter! ..... 137—138

Moderna Språk's Lånbibliotek: by **C. S. Fearenside** . 138

Notes Lexicographiques sur "Cyrano de Bergerac" (suite et fin): par **C. Polack** ..... 139—143

Ytterligare översättningar av Studentstilar H. T. 1910:

Franska: av **M. Chevallier** och **M. Ransson** ..... 144—145

Engelska: av **G. E. Fuhrken** och **C. S. Fearenside** .. 146—147

Engelsk Realskolestil H. T. 1910; två översättningar av **G. E. Fuhrken** 148

Till Redaktionen insända Skrifter ..... 149—150

Brevlåda (Various Points of Grammar etc.) 151

Författareregister (Fjärde årgång) 152

Digitized by Google

MODERNA SPRÅK

SVENSK TIDSKRIFT FÖR UNDERVISNING I DE TRE HUVUDSPRÅKEN
TYSKA, ENGELSKA, FRANSKA

UTGIVEN AV

C. S. FEARENSIDE :: E. A. MEYER :: C. POLACK

UNDER MEDVERKAN AV E. RODHE

ÅRG. IV. i. (32) * LUND * Februari 1910

ANMÄLAN.

De svar, som inlupo på vårt tillkännagivande i decembernumret av MODERNA SPRÅK, voro ej tillräckligt många för att berättiga ett fortsättande av tidskriften, men alltför många för att tillåta dess nedläggande. En erinran, som delvis ställdes till gamla abonnenter, medförde emellertid vid februari månads slut ett tillräckligt antal subskribenter. Emellertid uppstod samtidigt en serie av svårigheter i förhållandet mellan redaktionen, ansvarige utgivaren och postverket, svårigheter, som ej närmade sig sin lösning förrän i slutet av mars. Häri ligger orsaken till den beklagansvärda förseningen i utgivandet av årets första nummer, som, ehuru daterat februari till underlättande av hänvisningar, i själva verket först utkommer i början av april.

Som vi hoppas, skola de nummer, som innehålla översättningar av årets studentstilar, såsom förut föreligga färdiga inom fem dagar efter skrivningarnas avslutande. I detta som i andra avseenden skall vår tidskrift fortfarande redigeras efter strängt taget samma principer som förr, men vi skola ständigt försöka att besvara ökat understöd med ökad innehållsrikhet. MODERNA SPRÅK för i år kommer att innehålla icke blott de vanliga översättnings- och reproduktionsövningarna utan också försök att vara lärare till hjälp vid förberedandet för de nya fordringarna

Digitized by Google

på uppsatsskrivning i de främmande språken; flera artiklar i fonetik ha utlovats, däribland om nyttan av talmaskiner vid språkundervisningen samt anvisningar vid valet av dessa, och „Das Problem des besten Aussprache“ och „Deutsche Aussprache in schwedischen Munde“. De två sistnämnda härröra från den tyska redaktören; och det är att hoppas att de franska och engelska redaktörerna komma att fortsätta sina respektiva artikelserier: “Notes lexicographiques sur Cyrano de Bergerac” och “Studies in British Coins and Money”.

Några av ovannämnda tekniska svårigheter berodde på våra förutvarande förläggares affärsförhållanden, vilka nödgat dem att inställa sina betalningar; och följaktligen ha andra anordningar måst träffas i och för tidskriftens distribution. Ännu en följd av nyssnämnda svårigheter blev, att de postanvisningar, vilka inflöto för prenumerationsavgifter, ej kunde lyftas hos postverket utan ha måst returneras till avsändarne. Dessa och alla andra direkta prenumeranter — av vilka vi behöva ännu flera för att ekonomiskt betrygga MODERNA SPRÅKS tillvaro — ombedjas att utan dröjsmål insända prenumerationsavgiften (kr. 5: 25) till Herr *Faktor Röhr, Skånska Centraltryckeriet, Lund.*

Frågor för upplysningsavdelningen böra ställas till redaktörerna i de respektiva språken; alla redaktionella meddelanden av andra slag (t. ex. recensionsexemplar) sändas till *Moderna Språk, Lund.*

Redaktionen.

BACK NUMBERS OF MODERNA SPRÅK etc.

So many enquiries have been made concerning back numbers of Moderna Språk that it seems advisable to make a brief statement on the subject in this prominent place: —

(1) **Complete Sets:** *only a very few complete sets remain of Skandinavisk Månadsrevy and Moderna Språk.*

(2) **Out-of-Print Numbers:** *S.M.R. 1; M.S. I, 1—6, 9—10; II, 4, 7; III, 2.*

(3) **Scarce Numbers** *(only supplied at original price): S.M.R. 9; M.S. I, 7; II, 3, 9.*

(4) **Full Remainders:** *all the other twenty-five numbers are still in stock; older numbers can be had at one-third of the original price; those of Year III only at the original price.*

All applications for back numbers of Skandinavisk Månadsrevy to be addressed to Lektor Fearenside, Lund: all communications regarding its successor to Moderna Språk, Lund.

Digitized by Google

UNIFORM GRAMMATICAL TERMINOLOGY.

A Joint Committee of picked representatives of various scholastic associations in England was appointed early in 1909 to consider the simplification and unification of the terminologies and classifications employed in the grammars of different languages. The Joint Committee is composed of members of the Classical Association, Modern Language Association, English Association, Incorporated Association of Headmasters, Association of Headmistresses, Incorporated Association of Assistant Masters in Secondary Schools, Incorporated Association of Assistant Mistresses in Public Secondary Schools, Association of Preparatory Schools; and French and German scholars have been consulted as regards the French and German equivalents to be used for the English terms selected. We print below an abstract of its interim report (reprinted from the *Educational Times*), referring our readers to the December number of *Modern Language Teaching* for details (illustrations, foreign equivalents, etc.). Comments are cordially invited.

1. That the first stage of analysis of a sentence be a division into two parts, to be called the "subject" and the "predicate", the subject being the group of words or single word which denotes the person or thing of which the predicate is said, and the predicate being all that is said of the person or thing denoted by the subject.

2. That the part of the predicate which, taken in connexion with the verb, indicates what the person or thing denoted by the subject is, or becomes, or is named, or seems, be called the "predicative adjective, noun, or pronoun".

3. That the same terms be employed to denote the adjective or noun similarly used in relation to the object or to any other part of the sentence.

4. That the term "attributive" be used to distinguish adjectives and nouns which qualify a noun from adjectives and nouns which are predicative.

6. That the term "adverbial qualification" be used to denote the adverbial part of the predicate—that is, the part which qualifies the verb, being neither an object nor a predicative noun, adjective, or pronoun.

7. That, as no special name is needed in analysis to describe the particular kind of adverbial qualification often called the "indirect object", this term be discarded.

8. *(a)* That all sentences be divided into two classes, the first to be called "simple", the second "complex"; *(b)* that a simple sentence be defined as "one which contains no subordinate clause" (see 10, below); *(c)* that a complex sentence be defined as "one which contains one or more subordinate clauses".

9. That the terms "double", "treble", or "multiple" be used in the description of a sentence or any part of a sentence which consists of two or more coordinate parts.

10. That a part of a sentence equivalent to a noun, adjective, or adverb, and having a subject and a predicate of its own, be called a "noun, adjective, or adverb clause"; and that that part of a complex sentence which is not subordinate be called the "main clause".

Digitized by Google

11. That a part of a sentence equivalent to a noun, adjective, or adverb, but not having a subject and a predicate of its own, be called a "noun, adjective, or adverb phrase" (or some similar term).

12. That the term "noun" (not "substantive") be used as the name of a part of speech.

13. That the following parts of speech be recognized: Noun, pronoun, adjective, verb, adverb, conjunction, preposition.

14. *(a)* That the words *my, thy, her, its, our, your, their,* and *his* in the corresponding use *(e.g., his father); mein, dein, sein, ihr, unser, euer, Ihr; meus, tuus, suus, noster, vester; mon, ton, son, notre, votre, leur;* ἐμός, σός, ἡμέτερος, ὑμέτερος be called "possessive adjectives"; *(b)* that, in their ordinary use, English *hers, ours, yours, theirs,* and, in the corresponding use, *mine, thine, his (e.g.,* "This is his", "His is better than hers"), French *le mien,* &c., German *der meinige,* &c., be called "possessive pronouns".

15. That English *this* and *that* in their attributive use be called "demonstrative adjectives", but in their non-attributive use be called "demonstrative pronouns".

16. That the words *ipse, selbst, myself* (in the sense of *ipse), moi-même,* &c., and αὐτός be called "emphasizing adjectives or pronouns".

17. That the terms "objective", "possessive", and "nominative of address" as names of cases in English be discarded, and that, so far as possible, the Latin names of the cases be used.

18. That the same names of cases be used also in French. [cf. 21].

19. That, in French and English, the case used after prepositions be called the "accusative".

20. That, in Latin, the names used for the cases be as follows: — Nominative, vocative, accusative, genitive, dative, ablative; and that the term "locative" be used to describe forms like *humi, ruri, Romae.*

21. That, in German, the traditional names of the cases be retained in preference to the new terms *Wer-Fall, Wen-Fall, Wes-Fall* (or *Wessen-Fall), Wem-Fall.*

22. That the order of the cases (where found) be as follows: — Nominative, vocative, accusative, genitive, dative, ablative.

23. That, in the nomenclature of French personal pronouns, the terms "heavy" and "light" are preferable to the terms "disjunctive" and "emphatic", "conjunctive" and "unemphatic", respectively.

24. That, in English grammar, no gender be recognized.

25. That the following scheme of names of tenses of the indicative be adopted. [In this scheme account is taken not only of the relations of the tenses in the five languages to one another, but also of the needs of each language as taught separately].

Digitized by Google

BOOK-REVIEW.

J. A. AFZELIUS, *A Concise Pronouncing Dictionary of Modern English.* Stockholm (Norstedt & Söner) 1909. Kr. 6.

Our latest English-Swedish dictionaries — admirable works in other respects — have one great drawback, the antiquated phonetic notation used in them. The Pronouncing Dictionary (CPD), published by Messrs Norstedt & Sons, and compiled by Mr. Afzelius, is evidently intended to supply this want. However welcome such a work is, it is almost a matter for regret that this pronouncing dictionary is not at the same time a concise English-Swedish dictionary. Kr. 6 is a stiff sum to pay for a dictionary which only tells us the pronunciation of words, and I am afraid many people will continue to rely on the information given in English-Swedish dictionaries. Besides, it is rather troublesome to have to look for translation and pronunciation in different books[1]. As it is, we must be thankful for what we have got, and acknowledge the debt of gratitude we owe to the publishers for adding another valuable work to their list of dictionaries, and to the author for the time and pains he has spent on this work of his.

The only way of testing the worth of a dictionary is, of course, to use it for some length of time. It is now not far from a year since the CPD appeared, and I have been using it very frequently all that time. Besides I have read parts of it and looked up numerous words in other places for the sake of comparison. I may therefore claim to have formed a fairly intimate acquaintance with the book before reviewing it. Some results of these studies of mine will be found in the following pages.

The CPD meets all reasonable demands as regards completeness. Even a great number of rather uncommon proper names appear in it, British and foreign, place-names and names of persons: possibly it might be remarked that the selection of these seems sometimes a little arbitrary. Here is a list of a few omissions I have noted: *Aladdin, Alexandria* (but *—n* adj. is given), *Beowulf, bourdon, clairvoyance, Cynewulf, Dalai Lama, haberdine, habitué, hypothec, jain, leaderette, Moloch, Peary, Piers, poesy, Pro-Boer, sacerdotal, West-end* (but *East-end* is given). Some of these one might have expected to find in the dictionary, but upon the whole the list only seems to corroborate the opinion just given.

In the cases where a word is pronounced in more ways than one among educated speakers, the different pronunciations are generally noted. Naturally, it is not always easy to decide what

[1] The English-Danish Dictionary (Engelsk-Dansk Ordbog) published in 1909 by Gyldendal compares favourably with the CPD in some respects. It is not quite so ambitious as a pronouncing dictionary as the CPD; nor does it contain so many words of a more unusual kind. But it gives the chief meanings of the English words; the phonetic notation is up-to-date; and the price is only Kr. 1.50.

Digitized by Google

variants deserve notice or not. The following ones, however, might just as well have been included as most of those given. The pronunciation (bɔɔltĭk) 'Baltic' is hardly less common than (bɔltĭk), and the variants (fɔlt, sɔlt) would have deserved a place by the side of (fɔɔlt, sɔɔlt) 'fault, salt', just as well as (krɔɔs) by the side of (krɔs) 'cross'. — Is (æ̆b·zɔlv) less common than (æ̆b·sɔlv)? Anyhow, (z) is certainly more common in *absolve* than in *absolvatory*, marked obsolete in OED. — I should say (·kro^{u}ʃe^{i}) is even more usual than (·kro^{u}ʃĭ) 'crochet': A. only mentions the latter. — *Haft* is only transcribed (haaft): some authorities seem to prefer (hæft). — *Room*, curiously enough, is given with the pronunciation "(half-long) *rum*". What does half-long mean in this instance? It is generally held that all "short" vowels are or may be pronounced half-long before voiced consonants. Is that the quantity meant? If so, the addition is superfluous. But surely (ruum) is a very common pronunciation: it is the only one given in OED, and ought certainly not to have been omitted. There is one special reason for that: viz., the fact that in compounds, as *bed-*, *dining-*, *school-room* the word is transcribed (ru[u]m). — Ought not (træfəl·gaa) to have been given by the side of (trə·fælgəə)? — The still very usual form (wäə) 'were', which is repeatedly used by Fuhrken, for instance, ought not to have been omitted. — I may add that *Boleyn* is very often pronounced (bŭ·lin) or (bə·lin), as I have often noted. The forms are interesting from more points of view than one.

There are variants of another kind, which Mr. A. also enumerates very fully, viz. those due to the different rate of enunciation: (ĕk·spekt, ĭk·spekt), (·felŏ^{u}, ·felŏ) etc. etc. All the hundreds of words beginning with *con-*, *em-*, *en-*, *ex-*, *pro-*, or ending in *-ate*, *-less*, *-ness*, *-ow*, etc. etc. are given with two, sometimes three, pronunciations, even when they form parts of compounds, as in *co-essential*, *reembark* etc. I must confess I do not see the use of this sort of completeness. The treatment of these variants belongs to the handbook of phonetics, not to the dictionary. A dictionary cannot possibly notice all the variants that actually occur, but must, so to speak, give sanction to two or three. Moreover, I wonder whether the variants (ĕk·spekt) and (ĭk·spekt) are really quite analogous. Does not (ĭ) denote a short (i) of fairly fixed quality, whereas (ĕ) really represents a number of shades ranging from (e) to something like (ĭ)?

The phonetic alphabet used is Sweet's Broad Romic with certain modifications pretty generally accepted in Swedish schoolbooks, such as (ɔ, ɔɔ) for the vowels in *cot*, *caught*, (ɐ) for the vowel in *cut* etc. A useful modification is also the distinction between the narrow and the wide vocal murmur, which was first introduced, I believe, by Dr. Fuhrken, and adopted in the *Intermediate English Reader*. The former is transcribed (ə̆ə̆), the latter (ə).

Digitized by Google

But Mr. A. also uses a third symbol, viz. (ᵊ). Now vowels are usually more or less shortened before (ə͡ə), as in dear etc. Mr. A. transcribes this word (diə͡ə). Shortening also takes place before (ə), though probably the quantity is not so greatly reduced in this case. Mr. A. gives a short vowel in the earlier sections of the book, a long vowel in the later: thus (iə) in *Asmodeus*, *agreeable*, *Corean*, but (iiə) in *mausoleum*, *museum*, *Te Deum*. This change seems to me to be one for the better: only it ought to have been mentioned in the Introduction. But before (ᵊ) a short vowel is consistently given all through the book, as in *canary*, *curious*, *jury*, *weary*, also in *scarce*, *Brereton* etc., transcribed (dʒuᵊrĭ) etc. The transcription used here I have not noticed anywhere else, and I do not consider it an improvement. It cannot well be doubted that the vowel in *jury* is long, i. e. that the (u) and the vocal murmur together make up a long vowel. But a short (u) and an evanescent glide, denoted by an (ᵊ), can not make up a long vowel. Either we must write (dʒuərĭ), the transcription now most in vogue, or else (dʒuuᵊrĭ) or even (dʒuurĭ). It is a mistake to think that the vocal murmur is always short in such words as *weary*. Western mentions (sjəərĭəs) for *serious*, a pronunciation which must be due to an earlier (siərĭəs) or even (siə͡ərĭ͡əs), and I may here mention a pronunciation of such words as *jury*, which I have not seen noted anywhere, viz. (dʒə͡ərĭ) or something very like it. This pronunciation, which I have noticed more than once lately, evidently presupposes a pronunciation with a vocal murmur widely different from one that may be written (ᵊ). I am not quite sure whether I have also heard a pronunciation (dʒuə͡ərĭ).

It need scarcely be said that the CPR. is in the main a thoroughly safe guide to the pronunciation of English. As the following observations will show, its chief defect is, in my opinion, a certain want of consistency, which, however, in most cases does not really affect the practical usefulness of the book. This inconsistency I have mainly noticed in the treatment of the weak vowels.

I am quite ready to admit that the weak vowels form one of the most difficult chapters in the field of English phonology, and that it is hardly possible to attain absolute consistency in the treatment of them. But it is difficult to see why e.g. *ambition* should be given with (æm), *ambitious* with (æ̆m), *abjection* with (æ̆b), *abjure* with (æb), *Cornelia* with (ɔ͡ɔ), *Cordelia* with (ɔɔ), *Chaotic* is transcribed (keˑɔt̆ik) — note the secondary stress! —; *Laocoon*, *Laertes*, (leⁱˑoᵘkŏ/ɔ̆n, leⁱˑətiiz); *or* in *abnormality* is rendered (ɔ), in *colportage*, *conformation* (ɔ͡ɔ). Final *-e* in such words as *simile* is sometimes transcribed with (i), as *Candace*, *Rhodope*, *Selene*, *simile*, sometimes with (ĭ) as *catastrophe*, *epitome*, *Phoebe*, *Phryne*, sometimes

Digitized by Google

with (ii), as *Cybele, Cyrene.* — These are only a few of the cases in point I have collected.

Then the use of the symbol ‿ is inconsistent. We find it (1) over the vowel in such words as *abjure, compare, propose* (æ‿, ɔ‿, o‿); this vowel usually stands between (æ, ɔ, o) and (ə), and has a tendency to pass into (ə), whereas a real (æ, ɔ, o), is hardly ever pronounced in natural speech; (2) in such words as *archaic* (aa‿), *contrast* (aa‿), *rampart* (aa‿), *Australia* (ɔɔ‿), *cohort, consort* (ɔɔ‿). Here the normal sound is probably a half-long or sometimes a short (a), (ɔ), while a vocal murmur hardly occurs except in vulgar pronunciation. Evidently the reduction in *Australia* etc. is not on a par with that in *compare.* This double use of the symbol ‿ may be misleading, especially as there are words of a similar character, where a vocal murmur interchanges with a fuller vowel, as *blackguard*, transcribed (ˈblægaad) by A., but also pronounced (ˈblægəəd). Another such word is *monarch,* which is, however, transcribed by Mr. A. only (ˈmɔnaak) without the ‿. Readers may draw the inference that a pronunciation (kɔnsəət) is similarly included in the transcription (ˈkɔnsɔɔt). — It may be added that it is really inconsistent to use ‿ only in some cases. Such words as *gigantic* (dʒaiˈ) *female* (ˈfiimeil) have probably not a stronger secondary stress than *rampart;* yet transcriptions like (dʒăiˈgæntĭk) do not occur.

(3) In another group of cases the double use of ‿ may perhaps be still more misleading, viz., in such words as *birdsnest* n. (-nĕst), *Capitol* (ɔl), *Malaprop*, (-ɔp), *Philpotts* (ɔts), but *alcohol* (ˈælkŏhɔl). I do not think that the reduction of the *o* in *Malaprop* is anything like that in, say, *compare.* A pure vowel (e, ɔ) is doubtless pronounced in all these words, even if there is not a strong secondary stress; but I am afraid many readers would get the impression that an indistinct vowel like that in *effect* or in *compare* may be pronounced.

There is another department where a similar inconsistency may be noted, viz., that of stress. It is a debatable point to what extent level stress is used in English: thus in words containing the prefixes *co-, ex-, fore-, re-, sub-, un-* some authorities prefer level, others uneven stress. Mr. A. gives words in *co-, ex-, fore-* with level stress, those in *re-, sub-, un-* with uneven stress: ˈa·a (= level stress) in *coalesce, ex-manager, forego;* a·a in *readjust, sub-committee, undo* etc. (but *sub-editor* with ˈa·a). It is difficult to see what difference in stress there is between *coalesce* and *readjust*, between *ex-manager* and *sub-committee* etc. When one group was given with ˈa·a, the other ought to have had level stress too.

Cheapside, Guildhall, Blackfriars have ˈa·a according to Mr. A.; *Blackheath, Waterloo, Whitehall,* a·a; *Cornhill, Leadenhall,*

Digitized by Google

·aa (I presume that *·led·nhɔɔl* is a misprint for *·led'nhɔɔl).* I think all these are pronounced with the same stress, viz. *·a·a.* In *Waterloo Bridge* *·aa* would be more likely than *a·a.* *Cornhill, Leadenhall* would probably be used with *·aa* mainly as attributes before nouns; *Leadenhall Street* I have heard pronounced (led'n·hɔɔl-striit).

Alongshore ought to have *·a·a* just as well as *alongside;* OED. has *·a·a.* — *Red tape* is surely pronounced with *·a·a* as well as with *a·a.*

The use of the sign (:) is not quite consistent. Introd. p. XII we are told that "secondary stress on the second element is sometimes marked *·a : a*". This seems to imply that *·a : a* and *·aa* mean exactly the same thing. None the less under *breakdown* and *-up* *·a : a* and *·aa* are both given, apparently with different meaning. Can the explanation be that these different forms are given in OED, where *·a : a* marks a stronger secondary stress than *·aa?*

A few isolated cases remain to be discussed.

Abbreviation (æbrivi̯·eⁱʃən) should be (əbriivi̯·eⁱʃən). *Abhorring* (æ̆b·hɔri̯ŋ) should be (æ̆b·hɔɔri̯ŋ). *Abury* (·eⁱbəriⁱ) should be (·eⁱbəri̯). *Almond-soap, -tree* are given with *a·a:* I should think *·aa* would be more likely, at least for the latter. *Annunciator:* (ə·nɐnʃi̯·eⁱtə̆ə) is given for (ə·nɐnʃi̯eⁱtə̆ə)· *Appulse:* (·æpəls) for (·æpɐls). *Bengal:* (bĕn·gɔəl) for (ben·gɔəl) or even (·ben·gɔəl); at least I have heard *Bengal Lodge* pronounced (·bengɔəl·lɔdʒ). *Century:* (senʃəri̯) is, I believe, usually held to be rather careless; (sentʃəri̯) is not even given. *Chatsworth, Cudworth:* (wəþ) for (wəəþ); cf. *Ainsworth* etc. *Downhill* as an adverb: (daun·hil) for (·daun·hil). *Comment* sb.: ('kɔmənt) for (·kɔment). *Hotspur:* (·hɔtspəə) for (·hɔtspəə). *Ratification:* (rætifi̯·keⁱʃən) for (rætifi̯·keⁱʃən). *Suffragette:* (·sɐfrədʒet); the form may occur, but the usual pronunciation is doubtless (sɐfrə·dʒet); cf. *waggonette.*

Lund. *Eilert Ekwall.*

ÖVERSÄTTNINGSÖVNINGAR.

Tysk tentamenstil för ämbetsexamen vid Lunds universitet (H. T. 1909).

På tillvaron av en ganska hög andlig kultur här i Norden tyder den stora kolonisationsförmåga, som vikingarna utvecklat. I regel kan väl ett barbariskt erövrarefolk hävda sin härskareställning endast under ett par generationer — det är nämligen ej med vapnen utan med kulturen, som varaktiga erövringar göras. Så var ock förhållandet med de landvinningar, vikingarna gjorde; de härskade, ty de voro de underkuvade folken kulturellt överlägsna.

Digitized by Google

De kolonier, som vikingarna grundade, höllo sig också i århundraden, och det var ifrån dem, som medeltidens mäktigaste rörelser utgingo. Bland vikingakolonierna intager Normandie främsta rummet. Det var normanner, ättlingar av nordiska vikingar, som bildade ett mäktigt rike i Syditalien; det var samma folk, som under Vilhelm Erövraren intog England; det var ock i Normandie, som den gamla vikingaandan levde upp i föryngrad form, den medeltida riddareandan, vilken jämte andra faktorer framkallade de sista vikingafärderna — korstågen.

Att nordborna, som slagit sig ned på främmande mark, så länge lyckades bevara sitt nordiska kynne, berodde sålunda närmast därpå, att de voro kulturellt överlägsna. De voro nämligen i besittning av en enhetlig kultur, som under årtusenden fått utveckla sig ostört, medan däremot det övriga dåtida Europa just höll på att skapa sig en ny kultur, grundad å ena sidan på den föråldrade, döende klassiciteten, å andra sidan på den unga kyrkan — än så länge ett hopblandat, osmält kaos. Men det förstås av sig självt, att vikingatidens liv och rörelse ej kunnat försiggå, utan att nya impulser utifrån tillförts den nordiska kulturen; men därvid ha vikingarna säkerligen förstått att välja med urskiljning och endast nöjt sig med det bästa, som bjöds.

Übersetzung.

Auf das Vorhandensein (Dasein)[1]) einer recht[2]) hohen geistigen Kultur (Geisteskultur) (eines recht entwickelten Geisteslebens) hier im Norden deutet (weist) das grosse Kolonisationsvermögen (die -fähigkeit) hin, das (die) die Wikinger entwickelt (be-, erwiesen) haben. In der Regel (im allgemeinen, gewöhnlich, meist) kann wohl ein barbarisches Eroberervolk seine Herrscherstellung (Herrschaft) nur während ein paar Generationen (Menschenalter)[3]) behaupten (bewahren, aufrecht erhalten) (vermag . . . zu beh., bew., aufr. zu erh.); denn[4]) nicht durch Waffengewalt[5]) (mit den Waffen /in der Hand/), sondern durch Werke der Kultur[6]) (durch kulturelle Überlegenheit)[7]) werden dauernde (dauerhafte) Eroberungen gemacht (vollbracht). So verhielt es sich[8]) auch mit den Eroberungen der Wikinger (die die W. machten). Sie herrschten, denn sie waren den unterworfenen (unterjochten)[9]) Völkern kulturell überlegen. Die Kolonien[10]) (Siedelungen), die die Wikinger /be/gründeten, hielten sich (bestanden) auch Jahrhunderte lang[11]) (J. hindurch)[12]) (hatten einen jahrhundertelangen Bestand), und von ihnen[4]) gingen die gewaltigsten (bedeutendsten, mächtigsten) Bewegungen des Mittelalters aus. Unter den Wikingerkolonien (unter d. K. der W., unter ihnen, unter diesen) steht die Normandie an erster Stelle (nimmt die N. die erste Stelle[13]) ein). Normannen, die[14]) Nachkommen (Abkömmlinge)[15]) nordischer Wikinger errichteten[16]) in Süditalien ein mächtiges Reich, dasselbe Volk unterwarf sich[17]) unter Wilhelm dem Eroberer England, und die Normandie war es /schliesslich/, wo[18]) der alte Wikingergeist in verjüngter Form (Gestalt), dem mittel-

Digitized by Google

alterlichen Rittertum (dem R. des M—s), wieder auflebte, der neben (nebst) anderen Faktoren die letzten Wikingerfahrten (-züge) [19]), die Kreuzzüge, hervorrief [20]).

Dass es Nordländern (Bewohnern [21]) des Nordens), die sich auf fremdem Boden (fremder Erde) (in der Fremde) [22]) niedergelassen hatten [23]), gelang (glückte, möglich war), [24]) /sich/ ihre nordische Eigenart (ihr nordisches Eigenleben) so lange zu bewahren (erhalten), beruhte also zunächst (in erster Linie) auf ihrer kulturellen Überlegenheit. [25]) Sie waren (befanden sich) nämlich im Besitz einer einheitlichen Kultur (besassen nämlich eine —), die sich Jahrtausende lang ungestört hatte entwickeln können (der eine ungestörte Entwickelung von Jahrtausenden beschieden gewesen war), während dagegen das übrige damalige (derzeitige) [26]) Europa gerade (eben) /erst/ im Begriff war (dabei war, es unternahm), sich eine neue Kultur zu /er/schaffen, gegründet auf die /ab (hin)/sterbende Klassizität einer-/seits/ und die junge Kirche andrerseits, die doch [27]) damals noch ein verworrenes Chaos bildete [28]), dessen Teile nicht zu einer Einheit verschmolzen waren. Aber es versteht sich von selbst, dass das bewegte Leben (die lebendige Bewegtheit) [29]) der Wikingerzeit nicht vor sich gehen konnte, ohne dass der nordischen Kultur von aussen [30]) /her/ neue Antriebe [31]) zugeführt wurden; doch haben es die Wikinger dabei sicherlich (zweifelsohne) verstanden, eine verständige (einsichtige) Auswahl zu treffen [32]) und von dem Dargebotenen nur das Beste zu behalten (und nur das Beste von dem zu behalten, was ihnen dargeboten wurde) [33]).

Anmerkungen.

1) Existenz: vermeidbares Fremdwort.
2) etwas schwächer: ziemlich.
3) vorzuziehen ist: während einiger, weniger, einiger weniger, weil dadurch die beim Substantivum fehlende Kasusausprägung ersetzt wird.
4) die emphatische Umschreibung muss fortfallen.
5) mit den Waffen — mit der Kultur ist kein brauchbarer Gegensatz.
6) auch: durch Übertragung (Einführung) einer überlegenen Kultur.
7) ganz modern: in friedlicher Durchdringung, vgl. pénétration pacifique.
8) geläufiger als: so war es [darf nicht fehlen] der Fall, so war das Verhältnis bei.
9) geknechteten würde bedeuten: wie Knechte (schlecht) behandelten.
10) für antike K. auch: Pflanzstädte. Merke: die Mehrzahl Kolonieen ist nach der neuesten Rechtschreibung nicht mehr statthaft.
11) unmöglich: in Jahrhunderten; vgl. etwa: ein solches Unglück trifft in Jahrhunderten nur einmal ein.
12) auch: durch Jahrhunderte.
13) auch: Platz, nicht Raum; vgl. den grössten Raum einnehmen.
14) es empfiehlt sich, des Wohlklangs wegen den bestimten Artikel einzufügen.
15) poetisch, in übertragenem Sinne auch: Enkel. — Sprösslinge gewöhnlich nur von unmittelbaren Nachkommen (in der ersten Generation) gebraucht.
16) beachte den Unterschied: Gemeinschaft, Gesellschaft, Staat bilden, Reich gründen, errichten, auch: aufrichten.
17) einnehmen wird besser nur von Städten, Festungen gesagt.

Digitized by Google

18) unmöglich: dass.

19) besser als: Wikingsfahrten, da es sich ja nie um einen Mann, sondern stets um viele handelte.

20) framkalla als term. techn. der Photographie entwickeln.

21) nicht: Einwohnern bei einem so unbestimmten geographischen Begriff.

22) das deutsche Wort Mark bedeutet als Flächenbezeichnung historisch genommen Grenzland, sonst Gemarkung.

23) sich niederschlagen kann nur der Jäger von einem Stück Wild sagen, das sich verbirgt.

24) auch: dass es Nordländer ermöglichen konnten.

25) wählt man den Ausdruck: dass sie kulturell überlegen waren, so ist der Dativ der Person schlecht zu entbehren, z. B. den unterworfenen Volksstämmen.

26) kann sich auf jede bestimmt begrenzte Zeit beziehen, also auch auf die Gegenwart; daher ebenfalls = nuvarande.

27) ein Doch (im Sinne von bekanntlich) ist bei einem so gewagten Bilde zweckmässig einzuschieben.

28) »die Kirche — ein vermischtes, ungeschmolzenes Chaos» wäre natürlich sinnlos. Im Chaos, dem Urstoff, sind alle Stoffe ungetrennt, ungeordnet enthalten; diese sind vermischt, nicht das Chaos. Ungeschmolzen geht nur auf den Aggregatzustand; nicht verschmolzen bezeichnet die mangelnde Einheit.

29) Leben und Treiben würde in diesem weltgeschichtlichen Zusammenhang zu gemütlich klingen.

30) in familiärer Sprache auch: von draussen.

31) Impulse: vermeidbares Freundwort.

32) »mit Beurteilung zu wählen» würde zweimal fast dasselbe sagen; eine Wahl setzt ein Urteil voraus, und ein Urteil lässt eine entsprechende Wahl erwarten.

33) Die Umwandlung des letzten Hauptsatzes in eine Infinitivkonstruktion soll klar erkennen lassen, dass sich der Begriff »sicherlich» auf beide Haupsätze bezieht.

Der Vertreter des beurlaubten Professors E. A. Kock, Herr Dozent Fil. D:r N. O. Heinertz, hat die Veröffentlichung der von ihm am 1. IX. vor. Jhrs. gegebenen Examensarbeit freundlichst gestattet. Da nach der Prüfungsordnung die schriftliche Arbeit für die Zeugnisse II und III ebenso schwierig und doppelt so lang sein soll wie für das Studentexamen, hoffe ich, dass die vorliegende Übersetzung auch für die Zwecke der Schule verwendbar ist. *Walter Karf.*

Realskolestil.

Snälla Klara!

I går morse fick jag underrättelse från faster Greta, att hennes lilla flicka har dött. Hon ber mig komma ut till sig på några veckor, därför att hon känner sig så ensam. Jag reser redan i eftermiddag med 4-tåget och är framme något före klockan 9. Vi måste naturligtvis nu uppskjuta vår tilltänkta resa, till dess jag kommer tillbaka. Men om du kan finna något annat ressällskap, så vänta för all del inte på mig; ty ingen vet, hur länge det dröjer, innan jag kan lämna faster. Jag hoppas emellertid, att du alltemellanåt skriver till mig och låter mig veta, vad du och de andra flickorna ta er till. Jag å min sida skall nog också snart låta höra av mig. Men under den första veckan får du nog inte vänta dig något brev från mig. Jag får då antagligen så mycket annat att tänka på. Med många hälsningar. Din tillgivna

Hanna.

E. P.

Digitized by Google

Thème Français.

Ma chère Clara,

J'ai appris hier matin par tante Marguerite que sa petite fille venait de mourir. Elle me demande de venir passer chez elle quelques semaines parcequ'elle se sent trop seule. Je pars cet après-midi même par le train de 4 heures et j'arrive un peu avant 9 heures. Il nous faudra naturellement remettre notre voyage projeté jusqu'à mon retour. Mais si tu peux trouver quelqu'un d'autre pour t'accompagner dans ton voyage, je t'en prie ne m'attends pas, car on ne peut pas savoir quand je pourrai quitter ma tante. J'espère toutefois que tu m'écriras de temps en temps pour me faire savoir ce que tu deviens ainsi que nos amies. Quant à moi je te donnerai bientôt de mes nouvelles. Ne compte pas cependant sur une lettre pendant la première semaine, car j'aurai sans doute beaucoup de choses à faire.

Tous mes compliments.

Ta toute dévouée
Hanna.

Liebe Klara (Liebe, Liebste Freundin)!

Gestern früh (am Morgen) bekam ich von Tante Grete die Nachricht, dass ihr /kleines/ Töchterchen gestorben sei. Sie bittet mich, auf einige (ein paar) Wochen zu ihr zu kommen (sie a. e. W. zu besuchen), da sie sich so einsam (vereinsamt) fühlt. Ich reise noch (schon) heute nachmittag mit dem 4-Zug (Vierzug) ab und komme etwas vor 9 Uhr an (bin . . . da; bin . . . bei Tante). Wir müssen nun natürlich unsere beabsichtigte (geplante: in Aussicht genommene) Reise aufschieben, bis ich zurückkomme (zurück bin). Wenn Du aber /eine/ andere Reisegesellschaft finden kannst, so warte keinesfalls (durchaus nicht, um Gotteswillen nicht) auf mich; man kann ja nicht (niemand kann) wissen, wie lange ich bei /der/ Tante werde bleiben müssen (bleiben muss)[1]). Ich hoffe aber (jedoch, indessen)[2]), dass Du dann und wann (von Zeit zu Zeit, hier und da einmal) mir schreibst (dass Du mir d. u. w. schreibst) /und mir mitteilst/, was Du und die anderen Mädchen machen (wie es Dir und den a—n M—n geht). Ich für mein Teil[3]) werde wohl auch bald von mir hören lassen. In der ersten Woche aber darfst Du jedenfalls (wohl) keinen Brief von mir erwarten. Ich habe da wahrscheinlich an so viel anderes zu denken. Mit vielen (herzlichen) Grüssen (Mit herzlichem Gruss; Herzlichen Gruss).

Deine
Hanna.

1) Die wörtliche Übersetzung "wie lange es dauern wird, bis ich Tante verlassen kann" wäre unbeholfen. — 2) Die in Klammern stehenden Ausdrücke mehr schriftsprachlich. — 3) In diesem Ausdruck wird "Teil" noch gern als Neutrum gebraucht, vgl. "das Urteil", meist auch "das Vorder-, Hinterteil", "das Drittel" (urspr. Dritteil) usw.

Stockholm. ***E. A. Meyer.***

Digitized by Google

An Aunt's Bereavement.

Dear (My dear) Clara (Claire),

Yesterday morning I heard (got news, received information) from Aunt Margaret (Maggie, Madge, Meg, Greta) [received (got) from Aunt M. the news (information)] [1] that her little girl (daughter) was (is) dead [had (has) died]. She begs (asks, implores, entreats, beseeches, invites) me to go (come) /out/ to her for a week or two [for some (a few) weeks], because (as) she feels (is) so lonely [feels so much alone (so lonesome)]. I am going (starting, leaving) [I go, I start, I leave] [2] this /very/ [3] afternoon, by the four (4) o'clock (4 p.m.) train, and am due [shall be /due/ (arrive, get)] there (arrive) a little (a bit F) before nine (9) /o'clock/ (9 p.m.). Of course (Naturally) we must now [We must now, naturally (of course)] put off (postpone, delay) our intended (proposed, projected) journey (trip, tour) [the journey etc. we had been thinking of] until (till) I come (get) back (return). But if you can find any (some) [4] other travelling companion, do not (don't) [5], I beg of you (on any account), wait for (await) me [please don't think (dream) of waiting for (awaiting) me]; for nobody (no one) knows (can say, can tell, can know) [Goodness knows F] how long it may (will) [6] be before I can leave Aunt (Auntie, my aunt). I hope, however, [However (In the meantime), I hope] that you will write to me every now and then [will now and again (now and then) write to me] [7] and let me know (tell me) what you and the other girls are doing with yourselves (are doing [8], are up to, are at F). I, on my side (for my part), shall (will) [9] certainly let you hear from me soon. But for (during) the first week, of course, you mustn't (must not, are not to) expect a (any) letter from me. During that time [10] I shall (I shall then) probably (very likely, presumably) have /so/ much else (/so/ many other things) to think about (of) [I shall probably (Probably I shall) have so many other things etc. to think of then (at that time)]. Kindest (Best) [With kindest, With best] regards (With best greetings),

Yours affectionately (ever, always), [Your affectionate]

Hannah.

Notes and Comments.

(1) 'received information from' is unduly formal for a familiar letter; while 'received an intimation from' and 'was informed by' are still worse. 'got to know' may mean either 'heard by chance' or 'succeeded in finding out'.

(2) Here, as always, the present, when used as a future-equivalent, implies more definite and fixed intention in its 'indefinite' than in its 'continuous' form. As regards the three verbs given, 'go' is neutral, 'start' looks forward to the destination, and 'leave' looks back to the point of departure.

(3) 'already' is quite out of place in such a future-equivalent.

(4) 'some' is more definite than 'any' (which means 'anybody whatever'; 'anybody in the world'; 'anybody, no matter whom').

Digitized by Google

(5) 'do not' is in any case more emphatic than 'don't'; and, if the strengthening clause 'I beg of you' be added, the longer form becomes almost obligatory.

(6) 'it may last' implies that 'it' represents some definite subject: as "M. S. exists, but Goodness knows how long it may last".

(7) 'some time or other' would mean only one occasion and would imply no very great hope or belief that the occasion would come soon.

(8) 'make' is too archaic for use here, though such a use is frequent enough on the lips of English people who are familiar with Shakspere.

(9) 'shall' is a promise, 'will' a mere expression of intention — but in either case the 'certainly' makes the expression too strong to permit of the weak abbreviation 'I'll'.

(10) 'Then', at the beginning of the sentence, would naturally mean 'In the next place' — a note of logical consequence, not of time.

Lund. *C. S. Fearenside.*

INSÄNDA TILL REDAKTIONEN.

A. Grammophonskivor.

French Life and Ways: Thirty-one Dialogues, written by S. BARLET, translated and edited by WALTER RIPPMANN. 160×110 mm. pp. vii+131. 1*s.* 6*d.* (London, 1906: Gramophone C° Ltd).

Gramophone Records reproducing the first six dialogues. 10-inch records; 3*s.* 6*d* each. (Same Publishers): i. A Bord; ii. A Bord (Suite); iii. A Dieppe—Douane—Buffet; iv. En chemin de fer; v. A la gare de l'Ouest; vi. A l'hôtel—Dîner.

[Ces morceaux présentent un vrai spécimen de "phrases de tous les jours". Il paraît qu'ils ont été très bien gramophoniés, s'il est permis de se servir de ce terme barbare. Jusqu'ici nous n'avons pas pu les examiner d'une façon assez scrupuleuse pour porter un jugement detaillé, mais nous promettons d'y revenir].

B. Tidskrifter.

Les Cinq Langues: Journal des langues Allemande, Anglaise, Espagnole, Française, Italienne—Publication bi-mensuelle illustrée, paraissant le 5 et le 20 de chaque mois. 10e Année: Nos 4—10 (20 Nov. 1909—20 Feb. 1910). Prix du numéro: fr. 0.50. (Paris: Vuibert et Nony).

Modern Language Notes. Yearly Subscription (8 numbers), 1.50 dols.; Single Copy, 25 c. Vol. XXIV, 4, 5, 8 (April, May, December, 1909); Vol. XXV, 1, 2 (January, February, 1910). (Baltimore, U. S. A.: Johns Hopkins University Press).

We do not seem ever to have acknowledged the courtesy of the Editors in sending us this technically 'second-class', actually 'first-class, matter'. Though the contents are mainly of academical or antiquarian interest, there are many contributions which are of direct value to the person chiefly interested in present-day literature and language, even "the man in the classroom" — e. g. George Curme's "Indicative after the Present, the Subjunctive after the Past" (in XXIV. 4), R. E. Moritz's "On a Quantitative Relation Governing Certain Linguistic Phenomena" (in XXIV. 8), J. W. Beach's "The Source of Stevenson's *Bottle Imp*" (in XXV. 1), and J. Routh's "Parallels in Coleridge, Keats and Rossetti" (in XXV. 2).

Modern Language Teaching: the Official Organ of the Modern Language Association. Vol. V, Nos. 6—8 (Oct.—Dec. 1909); Vol. VI, Nos. 1, 2 (Jan., Feb. 1910), 6*d* monthly. (A. & C. Black).

October, 1909: Karl Breul, Modern Language Work at Cambridge during the last Twenty-five Years; F. W. G. Foat, The Teaching of Foreign Literature.

Digitized by Google

**November 1909:* H. W. Atkinson & Hardress O'Grady, The Teaching of Foreign Literature; Impressions of the Holiday Courses at Besançon and Grenoble; Walter Rippmann, Typical Questions in Grammar [a comprehensive and suggestive collection of questions by a leading advocate of the Direct Method].

**December, 1909:* Interim Report of the Joint Committee on Grammatical Terminology.

[This interim report deserves the careful study of all who wish to lessen the heavy burdens of language-learning by the use of a simple and uniform terminology in grammar. The Report, which is practically trilingual, is not final; and the comments of teachers are invited by the Committee. See above pp. 3, 4].

February, 1910: full accounts of the annual meeting of the Modern Language Association at Cambridge in January, with portraits of leaders [Prof. Skeat, Braunholtz, Breul].

School World. Vol. XI, Nos. 130—132 (Oct.—Dec. 1909), Vol. XII, Nos. 133—134 (Jan.—February 1910). 6*d.* monthly. (London, Macmillan).

October, 1909: George. C. Pringle, Local History in the School Curriculum; Elizabeth Lee, The Study of the Mother Tongue; Ernest Young, "Richard II:" A Ramble in London [showing how to illustrate the most generally interesting of Shakespeare's historical plays by a ramble in Modern London].

November, 1909: Edith A. Browne, The School Lecture; G. R. Mitchell, The Most Popular English Works Studied in Schools.

December, 1909: B. C. Wallis, Geographical Books for the School Library; G. F. Bridge, Study of German in Secondary Schools; Reginald Wake, German Songs.

**January, 1910:* The London County Council Conference on the Teaching of English; Cloudesley Brereton, The Four Chief Problems in Modern Language Teaching [the utility or not of phonetics, the use and abuse of translation, the teaching of grammar, and the teaching of literature]; The Most Notable School Books of 1909.

February, 1910: Sara A. Burstall, Independent Study in Schools; Hardress O'Grady, The Teaching of French in the Training Colleges.

Educational Times & Journal of the College of Preceptors: Vol. LXII. 582—584 (Oct.—Dec., 1909); Vol. LXIII. 585—586 (Jan.—Feb. 1910). 6*d*, monthly. (London: Francis Hodgson).

November, 1909: Gustave Rigaud, Les Anglais dans le Sud-Ouest; W. Campbell Brown, The Relations between Heads of Schools and Parents; T. H. J. Underdown, Educational Wastage.

December, 1909: J. W. Adamson, History of Education as a Professional Study; J. S. Thornton, Private Initiative in Swedish Schools; Mme. Latour, Les Coquelin.

January, 1910: Evelyn M. Wood-Lovejoy, College-Bred Women.

**February, 1910:* short reports of various Educational Conferences (English, Mathematical, Classical, Modern Language, Historical and Geographical Associations; also Associations of Public School Science Masters, Assistant Mistresses, University Women Teachers, London County Council Teachers etc.).

[An extremely useful number, well illustrating the recently arisen but strong and healthy tendency of teachers to take counsel with their fellows either in subjects or in status].

Neuphilologische Mitteilungen: Herausgegeben vom Neuphilologischen Verein in Helsingfors.

No. 8 (Dezember) 1909. Besprechungen: Kr. Sandfeld Jensen, *Bisætningerne i moderne fransk;* H. Schmidt und Harry B. Schmidt, *Englische Unterrichtssprache;* Emil Rodhe, *Moderne erzählende Prosa.*

LUND 1910, A.-B. SKÅNSKA CENTRALTRYCKERIET.

Digitized by Google

MODERNA SPRÅK

SVENSK TIDSKRIFT FÖR UNDERVISNING I DE TRE HUVUDSPRÅKEN
TYSKA, ENGELSKA, FRANSKA

UTGIVEN AV

C. S. FEARENSIDE :: E. A. MEYER :: C. POLACK

UNDER MEDVERKAN AV E. RODHE

ÅRG. IV. ii. (33) * LUND * Mars 1910

THE PRINCIPAL HOLIDAY COURSES, BRITISH AND CONTINENTAL.

In accordance with our regular practice, we give below some account of the principal Holiday Courses this summer — an account which aims merely at helping the intending enquirer to discover, without an infinity of trouble, where he would be most likely to find what he wants and where he should apply for the fuller details that are necessary before one can properly make one's choice. As regards the Continental Courses, the information here given is selected from the excellent "Table of Holiday Courses on the Continent for Instruction in Modern Languages" compiled by the officials of the English Board of Education and published at the modest price of twopence by the Government Publishers (Wyman & Sons). One or two meetings which are exclusively designed for British people have been omitted; and, on the other hand, the list has been increased by the insertion of the British Courses.

Some useful hints — always based on actual experience — on the choice between different courses in France, will be found in the November and December numbers of *Modern Language Teaching* (Besançon and Grenoble), and particularly in the current number of our Finnish contemporary, *Neuphilologische Mitteilungen* (Dijon, Geneva, Besançon and Paris). Perhaps it would be well to add that Mr Daniel Jones, whose name is familiar to our readers not only as a contributor to *Moderna Språk* but also for his books on English and French phonetics, has lodged a formal complaint that some French courses cause needless difficulty to their members by adopting systems of phonetic transcription that differ widely and wantonly from that of the Association Phonétique Internationale (M. L. T. April 1910).

Digitized by Google

Like our English contemporary, we should welcome reports from our readers on any courses which they have actually attended during the present or preceding summers.

The courses enumerated below are first grouped according to the countries in which they are held and then arranged in chronological order. The initials E, F, G, I, stand for English, French, German and Italian [language] respectively. The names at the end of most entries indicate the address to which applications for details should be sent.

(i) **Germany and Austria:** in addition to courses at Lübeck (business) and Neuwied (language and customs) arranged by the Teachers' Guild of Great Britain and Ireland, mainly for English-speaking people (2—23 August), and one at Kaiserslautern (1—27 August and 29 August—10 September) for French teachers.

(1) **Greifswald** (G. F. E.), 2—23 July. Prof. Dr. Bernheim.

(2) **Marburg** (G. E. F. I.): (a) 4—23 July; (b) 4—24 August. Herr A. C. Cocker, Schwanallee 48, Marburg.

(3) **Jena** (G. F. E.), 4—17 August. Fräulein C. Blomeyer, Gartenstr. 4, Jena.

(4) **Salzburg** (Philosophy, Linguistics, etc.), 1—15 September, Dr. Just.

(ii) **Switzerland.**

(5) **Geneva** (F.), 15 July—28 August. M. Bernard Bouvier. [See Prospectus in the February number of M. S.].

(6) **Neuchâtel** (F.); (a) 18 July—12 August; (b) 15 August —10 September (historical grammar and mediaeval literature). M. P. Dessoulavy.

(7) **Lausanne** (F.), 21 July—31 August. M. P. Vallette, Clos Villard. [See advt.]

(iii) **France:** besides courses (both in August) especially designed for English-speaking teachers and others at Grenoble (arranged by the Regent Street Polytechnic) and at Honfleur (arranged by the Teachers' Guild). All these courses seem to be restricted to French, but some possess distinctive features (here placed in brackets). The courses marked by an asterisk are wholly or partly controlled by the Alliance Française.

(8) **St. Valery-sur-Somme** (small groups, preparatory); (a) 20 March—15 April; (b) 1 June—15 September. Madame Chalamet, Maison Universitaire.

(9) **Besançon** (general), 1 July—1 November. M. Vuillaume, 30 rue Mégerand. [See advertisement in M. S.].

(10) **Dijon** (commercial), 1 July—31 October. M. Ch. Lambert, rue Viollet-le-Duc.

(11) **Grenoble** (phonographic aids), 1 July—31 October. Comité de Patronage.

(12) **Nancy** (modern France), 1 July—31 October. M. Laurent, à l'Université.

Digitized by Google

(13) **Paris** (Guilde Internationale): (a) 1—28 July; (b) 1—27 August; (c) 2—29 September. M. le Secrétaire, Guilde Internationale, 6 rue de la Sorbonne.

*(14) **Paris** (L'Alliance Française): (a) 1—31 July; (b) 1—31 August. M. le Secrétaire, Boulevard St. Germain 186.

(15) **Caen** (Riva Bella); (a) 4—31 July; (b) 2—31 August. M. Lebonois, 16 rue Guilbert.

*(16) **Lisieux** (Old French): (a) 4—30 July; (b) 1—27 August. M. Féquet, 12 rue de Rouen.

*(17) **Rouen**, 4 Juli—27 August. M. Chevaldin, 23 rue Bouquet. [See advt.]

(18) **Versailles** (Translation), 27 July—10 September. Madame E. Kahn, Lycée de Jeunes Filles.

*(19) **Bayeux** (Plays, Novels and History in 18th and 19th centuries), 1—24 August. M. Godal, au Collège, Bayeux.

*(20) **Granville-sur-Mer** (Gouin Method). 1—24 August. M. Godal. Students may pass from Bayeux to Granville and *vice-versa* without extra fee.

*(21) **Boulogne-sur-Mer** (Practical Phonetics, Translation), 1—30 August. M. Mis, 145 Boulevard Victor Hugo, Lille.

*(22) **St.-Servan—St.-Malo** (three graded courses), 1—27 August. M. F. Gohin, Collège Rollin, Avenue Trudaine, Paris.

*(23) **Villerville-sur-Mer**, near Trouville (Phonetics, Translation), 2—30 August. Prof. L. Bascan, École Supérieure, Rambouillet.

(iv) **Great Britain.** The following are the meetings of general interest: particulars of these and others are given below (pp. 20—24).

(24) **London** (University of London Holiday Course for Foreigners), 18 July—12 August. Director of the Holiday Course, University of London, South Kensington, London S. W.

(25) **York** (University of Cambridge Summer Meeting): (a) 22 July—4 August; (b) 4—17 August. Rev. D. H. S, Cranage, Syndicate Buildings, Cambridge. [See advt.]

(26) **Oxford** (University of Oxford Vacation Course for Foreign Students): (a) 2—15 August; (b) 16—29 August. J. A. R. Marriott Esq, University Extension Delegacy, Oxford. [See advt.]

(27) **Edinburgh**: no particulars supplied.

(v). **Miscellaneous.**

(28) **Florence** (Italian Language and Literature, Dante, Florentine History and Art), 1 August—15 September. Avv. Piero Roselli, Palazzo Ferroni, Piazza Santa Trinita, Firenze.

(29) **Santander** (Spanish Language, Literature and Social Economy), 5—26 August. This course is intended mainly for English-speaking teachers and others and has been arranged by the Teachers' Guild of Great Britain and Ireland. General Secretary, 74 Gower St., London.

(30) **Uppsala** (Swedish Culture, Biology, etc.), 15—29 August. Sommarkursernas Byrå, Uppsala.

C. S. Fearenside.

Digitized by Google

BRITISH SUMMER MEETINGS, 1910.

The principal Summer Meetings in Great Britain this year are briefly recorded in the preceding article; but it seems to me desirable to say something more about these and to mention one or two other gatherings which should be of interest to the serious student and teacher of English and Englishness. Those who are anywhere near appreciating the significance of Mr Kipling's much-quoted query

"What should they know of England who only England know?"

will doubtless learn something worth knowing from a visit to the Japan-British Exhibition at Shepherd's Bush; and the teacher who cultivates texts or translations about English realia, or the Swedish layman who, like Professor Gustaf Steffen, distinguishes sharply between "Comfort" and "komfort" will find something to repay him in a visit to the "Ideal Home Exhibition" at Olympia.

(i) **General Gatherings.** Of more general interest than these are the historical pageants which have played so great a part in English social life in recent years, and which usually take the form of making salient points in the past history of the land more real by giving them a concrete, gorgeous and local shape by the representation of local scenes by local performers. This kind of thing should prove attractive to the countrymen of Nils Holgersson; and this year at least two pageants of more than local interest present themselves — at Chester and at London. Neither pageant, however, can be properly understood or appreciated without a clear and connected knowledge of the outlines of British history; and that does not appear to be a common possession or one very easy to obtain. Most short histories are too anecdotal and too 'text-booky', and all are too English: the most illuminating short history known to me is Professor E. P. Cheyney's *Short History of England* (Ginn, 6*s*.)

(1) **The Pageant of London,** which is part of the "Festival of Empire", is to go on for two months (23 May—16 July) in the pretty grounds of the Crystal Palace (where Mr Arthur Kipps and Miss Ann Pornick hit upon new theories of the Deluge) and is to be accompanied, within the building, by an Exhibition of British Imperial Inventions. There are to be no fewer than 15,000 performers, of whom over 1,000 come from the overseas parts of the Empire (what a chance to study examples of English dialects!); and, to encourage local effort, each scene is to be entrusted to some special body, chiefly to citizens selected from one or other of the twenty-eight metropolitan boroughs. It may serve both to drive home the diversity of unity in London and to test the reader's knowledge of British history, if we append a list of some of the scenes (24) and the boroughs to which these are assigned:—

Digitized by Google

CAMBERWELL.—"The Norman Conquest."—(1) King Harold marches south to meet William of Normandy; (2) William the Conqueror enters London.

SHOREDITCH.—"Civic Freedom."—The citizens come to receive from Prince John that oath to the Commune which shall give them a municipality of their own.

MARYLEBONE.—"The Age of Chivalry."—A tournament before Queen Philippa and Edward the Black Prince.

POPLAR.—"The Trade with India."—The return of the first expedition of the East India Company.

SYDENHAM.—"The Beginnings of Empire."—The settlement of Virginia, our first Colony.

WOOLWICH AND THE CANADIAN CLUB.—"Mourning Triumph."—Receipt of the news of the fall of Quebec and the death of Wolfe and Montcalm.

STOKE NEWINGTON.—"The Canterbury Pilgrims."—The second part of the pageant opens at the Tabard Inn, where Chaucer's Canterbury pilgrims are assembled.

WESTMINSTER.—"The Triumph of Conquest."—The return of the young King Henry from Harfleur and Agincourt.

The scene depicting the "Rise of the English Theatre" will be under the supervision of the National Theatre Pioneers, and the "Danish Invasion" scene will be under the charge of the Viking Club.

(2) **The Pageant of Chester, 18—23 July,** will employ 3,000 performers and will include eight scenes, ranging from the days of Agricola, the greatest name in Roman Britain, to the siege of Chester in the reign of Charles I. Chester might be called the British Visby, and is one of the most interesting places in the British Isles.

A Circular Tour. — One might perhaps point out that a visit to the Chester Pageant will be quite easily brought into a highly interesting tour, culminating in attendance at the York Meeting below (No. 3). Instead of going direct from London to Chester by the London and North-Western Railway, one would travel by the Great Western to Oxford, thence, either direct or making a detour to the pretty Cathedral town of Worcester, to Stratford-on-Avon, the home of Miss Marie Corelli (and Shakspere), Birmingham and Shrewsbury; and one might even extend one's tour so as to include North Wales, or at least Snowdon — first reading *Aylwin*, the gipsy romance by Swinburne's friend and heir, Mr Theodore Watts-Dunton (Frowde's 'World's Classics', 1s. net). After the Pageant, one might go either direct, or *via* Liverpool and Manchester (if one liked cities), or *via* Buxton (if one preferred watering places), to the Summer Meeting at York, and thence to the British Association at Sheffield in August.

It is hardly conceivable that any one making such a tour could fall into the extraordinary mistakes which are habitually made by people who make sweeping general statements about all England on the basis of an acquaintance, however intimate, with London and the Home Counties.

But it is time to pass from the broadly educative to the more strictly educational gatherings in Great Britain.

(ii) **Special Meetings.** Of the more distinctly scholastic meetings, some are quite general in their appeal while others are particularly aimed at the foreign student of English. The York Meeting forms the natural transition-term between the meetings for general entertainment and the meetings for special studies.

(3) **York Summer Meeting, 22 July—17 August.** This is the regular University Extension Summer Meeting held in alternate

Digitized by Google

years by the older English Universities of Oxford and Cambridge. This year it is in the hands of the University of Cambridge; but — following the precedent of 1904, when the Meeting was held at Exeter in the west of England — it is held, not at Cambridge but at York. The place is eminently suitable both for its historical associations, for its representative character (it is the ecclesiastical capital of the northern Province, and the secular capital of the largest and greatest of English counties), and for its convenience of access as a great railway centre both from all parts of England and from the Continent — *via* Harwich, Grimsby or Hull. There are direct trains, passing through several interesting centres, between Harwich — which is now, be it noted, the natural port of entry from Gothenburg, as well as from Esbjerg and Hamburg — and York; but particulars of these things are given in the special Continental Circular issued by the Syndics.

There will be special classes for foreigners held by Mr F. E. Sandbach (phonetics) and Mr A. J. Wyatt (reading); but the main attraction consists in the lectures and excursions. There are various lectures on Theology, Social Economics, Natural Science, Art and Literature — special attention being paid to prominent English writers of recent times, including Thomas Hardy, Henry James, Rudyard Kipling, George Meredith, William Morris, R. L. Stevenson, A. C. Swinburne, William Watson; but as far as possible, everything is very properly made to centre on Yorkshire — the English "Dalarna" (yet there appears to be no lecture on the Brontës, or excursions to the Brontë country!). Thus, for instance, there are lectures on the Literary Associations of Yorkshire, on the Evolution of River Systems as illustrated by the Yorkshire rivers (R. D. Roberts), on the Geology, Flora and Fauna of Yorkshire, on the Art and Architecture of Yorkshire (which abounds in fine churches and monasteries), on Yorkshire Place-Names (F. W. Moorman), and on all manner of historical aspects of Yorkshire from Pre-historic Times (Prof. Boyd Dawkins) and the Roman Period (Dr Hodgkin) down to the Great Civil War (J. A. R. Marriott) and the Industrial Revolution (J. H. B. Masterman). This great variety of speakers and topics makes the meeting as unsuitable for the unpractised foreigner as it is ideal as a finishing school for the expert hearer and advanced student; but even the latter would or should profit by the Guide to Preparatory Reading. Further information can be supplied either by the undersigned or by the *Rev. D. H. S. Cranage, Syndicate Buildings, Cambridge.*

(4) **Grayshott, 1—20 August.** This is a meeting for the special study of Pedagogy; and classes have been arranged on the psychology of the child, special methods of learning, school organisation, nature-study, geography handwork. Mr J. J. Findlay, Professor of Education at the University of Manchester, will be among the leaders; and particulars can be had on application to his colleague, *Dr J. W. Slaughter, 4 Harcourt Buildings, The Temple, London, E. C.*

Digitized by Google

(5) **Oxford, 8—25 August:** Vacation Course in Geography — consisting both of lectures and practical work. This course seems to have been highly appreciated by Swedish teachers who have attended in previous years and who have the good fortune to combine the mutually supplementary and corrective subjects of Geography and Modern Languages. Applications should be addressed, as soon as possible, to the *Secretary, Vacation Course, School of Geography, Oxford.*

(6) **London, 18 July—12 August:** Holiday Course for Foreigners, held at the University of London under the capable management of Professor Rippmann. The staff of teachers includes Mr W. H. Hudson of California (who is delivering six lectures on Walter Scott and George Eliot, and one on Shakespeare in London); while the teaching staff includes Dr G. E. Fuhrken of Gothenburg, who is also lecturing on the Poets of English Romanticism. The foreign student paying his first and perhaps only visit to England will naturally be drawn to this course both because of its locality (London is a necessary evil) and because of its acknowledged efficiency. This last is amply demonstrated by the fact that the Course relies almost entirely on the recommendations of previous members for its publicity, and is strong enough to refuse not only all "half-timers" (i.e., students who would like to attend for a fortnight only), but also persons "who are only beginning the study of English and have no conversational knowledge of the language". The Course very wisely limits its number to 250, working in classes of not more than eight students; and it is to be hoped that, as new courses spring up capable of undertaking the same work, this limit will be still further reduced. But where all is so well planned, could not the ingenious manager invent some more handy form of address for applicants than *"The Director of the Holiday Course, c/o The Registrar of the University Extension Board, University of London, South Kensington, London, S. W.*?

(7) **Oxford, 2—29 August:** Vacation Courses for Foreign Students—held under the auspices of the Delegacy for the Extension of Teaching at the University of Oxford. This is a practically new venture (though a similar course was held last year in connexion with the usual Extension Meeting), which aims at supplying the same kind of aid as is supplied by the London Course to people who, either absolutely or for a change, prefer Oxford to London as a summer residence. The lectures are for the most part restricted to the subjects of Phonetics, English Language, and English History and Literature in the Victorian Era; and the lecturers are all men of standing and experience. Students can attend either for the whole meeting or for either fortnight; a prospectus can be had from the undersigned, but definite applications should be addressed to *F. A. A. Marriott Esq., M. A., University Extension Delegacy, Oxford.*

Digitized by Google

Preparatory Reading. — The Oxford, Cambridge and London authorities all give some hints on preparatory reading; but this is mostly marked by the unhelpful vagueness that characterises British elementary bibliography, and only touches the lesson-aspects of the meetings. There remains the question of becoming acquainted with the places at which the meetings are held; but on this point I take leave to refer to previous hints in our columns (e. g. S.M.R. i, pp. 28—30; x, pp. 196—200; M.S. III, vi, pp. 81—85). Perhaps also one may once again warn Continental readers against the delusion that the Tauchnitz Editions are the cheapest in the case of the older writers like Scott and George Eliot (both prescribed for the London Course). Not to mention the numerous ordinary cheap popular editions published in Great Britain, excellent annotated editions of many of Scott's novels are published by the Oxford University Press, at 2*s.* each, and a helpful edition of *Silas Marner* is published by Messrs Ginn at 1*s.* 6*d.* A book-guide to Oxford from Oxford has been received too late for insertion and will appear in a later number.

Lund. *C. S. Fearenside.*

EINE SCHULERREISE NACH DEUTSCHLAND.

Herr J. C. Köper — einem Teil unserer Leser sicher durch die Vorträge bekannt, die er an einer Reihe schwedischer Schulen gehalten hat — hat sich an die Redaktion dieser Zeitschrift mit der Bitte gewandt, seinen Plan, mit einer beschränkten Anzahl schwedischer Schüler während der Sommerferien eine Studienreise nach Deutschland zu machen, durch Veröffentlichung des Programms derselben zu unterstützen. Wir tun dies gern, da die bisherige Tätigkeit des Herrn Köper, seine gründliche akademische Vorbildung und die warme Empfehlung, die der allen Neusprachlern in Schweden wohlbekannte Direktor der Musterschule in Frankfurt a. M., Dr. Max Walter, ihm für seinen Besuch in Schweden mitgegeben hat, eine Bürgschaft dafür bieten, dass er der geeignete Mann ist, um ein Unternehmen wie das von ihm geplante zum Gelingen zu bringen. Die Sache selbst ist zweifellos sehr beherzigenswert. Neben dem Betrieb des Sprachstudiums selbst in engem Anschluss an Erlebtes wird hier — in der Beschränkung, die die Kürze des Aufenthalts in Deutschland mit sich bringt — das Ziel verwirklicht, das doch schliesslich als höchstes einem jeden vorschwebt, der das Sprachstudium nicht als blosses Vokabelspiel und grammatische Turnkunst betreibt: durch die Vermittlung der Sprache eine Kenntnis der Vorstellungsweise, der Sitten und der Lebensideale des fremden Volkes zu erlangen.

Lassen wir aber Herrn Köper selbst das Wort. *E. A. M.*

Ich beabsichtige während der grossen Sommerferien eine Anzahl von ca. 15 schwedischen Schülern aus den oberen Klassen der höheren Lehranstalten um mich zu sammeln, um mit ihnen etwa 8 Wochen in Deutschland zu verbringen.

Digitized by Google

Der Zweck dieser Reise ist zunächst eine Förderung der deutschen Sprachkenntnisse. Sodann sollen die Schüler gleichzeitig ein Stückchen von Deutschland und deutschem Leben und Treiben kennen lernen. Ich wähle deswegen zwei verschiedene Standquartiere; das erste in einer echt deutschen und alten Kleinstadt, Hildesheim, das zweite inmitten deutscher Natur, inmitten der waldigen Täler und Höhen des Thüringer Waldes.

Hildesheim hat im ganzen Mittelalter als Bistum in der deutschen Geschichte eine Rolle gespielt, und die Spuren der einstigen Bedeutung lassen sich auch heute noch erkennen und geben der Stadt das interessante alte Gepräge mit manchen Anzeichen, die für das Wachsen und Werden deutscher Geistesart charakteristisch sind. Auch die nähere Umgegend von Hildesheim bietet des Schönen und Interessanten genug. In Tagesausflügen zu erreichen sind die beiden grösseren Städte Hannover und Braunschweig, und nach Süden die alte Kaiserstadt Goslar a/Harz. Diese Städte würden besucht werden.

Thüringen wird das Herz Deutschlands genannt, und seine Landschaft gilt als echt deutsch und charakteristisch für den fruchtbaren Boden an Wald und Feld. Nicht weit davon liegt die Rhön, die wieder ganz anders geartet ist und ihrerseits zu einer Besichtigung einladet.

Es ist klar, dass bei diesem Reichtum an Besichtigungswertem die deutsche Sprache geübt wird. Aber das Gesehene soll Stoff bieten zu weiteren Gesprächen. An den Abenden oder sonst geeigneten Tagesstunden werden wir gemeinsame Unterhaltungen pflegen, wo die Schüler nun ihrerseits ihre Eindrücke wiedergeben sollen; und wo einschlägige Lektüre des weiteren das Verständnis fördern soll. Die Schüler würden auch gut tun, während der Zeit eine Art Tagebuch zu führen, das von mir in sprachlicher Hinsicht durchgesehen wird und so auch zu theoretischer Weiterbildung im Deutschen Veranlassung giebt.

Ich habe ferner Verhandlungen angeknüpft, dass die Schüler, zunächst in Hildesheim, mit deutschen gleichaltrigen Knaben in Berührung kommen, damit sie auf die Weise ungezwungen aus sich herausgehen und weitere Gelegenheit haben das Deutsche als Umgangssprache zu pflegen.

Über den praktischen Teil der Reise werde ich in kurzem einen Prospekt herausgeben und diesen an die verschiedenen Rektoren der höheren Schulen Schwedens versenden.

Was nun mich selbst betrifft, so bin ich Norddeutscher und habe bis zu meinem 19. Lebensjahr in Bremen gelebt und dort das Realgymnasium bis zur Reifeprüfung besucht. Dann kam meine Universitätszeit in München, Paris, Berlin und Leipzig. Während 9 Semestern studierte ich Philosophie und Naturwissenschaften (Chemie). Dann wurde ich Bildhauer und Kunstschriftsteller. Als solcher habe ich in Frankfurt a/Main und Wiesbaden

Digitized by Google

Vorträge gehalten und mir dort einen recht guten Namen gemacht; als solcher kam ich aber auch nach Schweden, wo ich in den Schulen deutsche Vorträge hielt, die nach Inhalt und Form, besonders aber in ihrer für den Sprachunterricht lehrreichen Vortragsweise viel Beifall fanden; nicht zum wenigsten in Lehrerkreisen, so dass die meisten Rektoren, die mich sprechen hörten, gern von meinem Reiseplan Kenntnis nahmen und versprachen mir für die Verwirklichung behilflich zu sein.

Adresse: bei Herrn Carl Milles, Lidingö, Stockholm.

Joh. Conrad Köper.

ÖVERSÄTTNINGSÖVNINGAR.

London den 12 Febr. 1910.

Min käre Johan!

Det är nu länge sedan jag skrev; jag blygs över min lättja. Men det är inte roligt att skriva, när man har så många personer att skriva till. Jag trivs ännu väl; det finns knappt något land, där en svensk trivs så väl som i England, om han har turen, att finna några goda vänner. De flesta svenskar sympatisera med engelsmännen. Vi ha ett förskräckligt väder; rägn och översvämningar höra till ordningen för dagen och jag går ofta ned till Themsen på morgonen för att se, om den har stigit. En dag i förra veckan träffade jag en gammal vän till oss, den herr Dobson, som vi träffade i München för fem år sedan. Han hade inte förändrat sig mycket. Han är nu bankbokhållare i London och förtjänar åtminstone 10 pund i veckan. Han lovade hälsa på oss i sommar under sina ferier.

Din tillgivne
Carl. *C. S. R. C.*

Thème Français.

Londres, 12 février 1910.

Mon cher Jean,

Il y a longtemps que je ne t'ai écrit, et j'ai honte de ma paresse, mais ce n'est pas amusant d'écrire quand on a tant de lettres en retard. Je me trouve toujours bien ici; il n'y a guère de pays où un Suédois soit si bien qu'en Angleterre, s'il a la chance de se faire quelques bons amis. Les Suédois font généralement bon ménage avec les Anglais. — Nous avons un temps

Digitized by Google

affreux; la pluie et les inondations sont à l'ordre du jour,[1] et je descends souvent le matin jusqu'à la Tamise pour voir si elle a monté. — J'ai revu la semaine passée un vieil ami, M. Dobson, dont nous avions fait la connaissance à Munich il y a cinq ans: il n'est pas beaucoup changé. Il est maintenant comptable dans une banque à Londres, et ne gagne pas moins de dix livres par semaine. Il nous a promis de venir nous voir cet été pendant ses vacances.

[1] D'une manière plus précise: "C'est un déluge de pluies et d'inondations."

André Laronde,
Professeur de français à l'Université de Saint-Pétersbourg.

Thème Français.

Londres, /le/ 12 février 1910.

Mon cher Jean,

Voilà bien longtemps que je ne t'ai écrit (Je suis resté bien longtemps sans t'écrire): j'ai honte (je rougis) de ma paresse (négligence). Mais ce n'est pas amusant (très drôle) d'écrire, quand on a tant de correspondance à faire (tant de lettres à envoyer)[1]. Je me plais toujours ici (Je suis toujours enchanté d'être ici). Il y a peu de pays (Il n'y a guère de pays) où un Suédois se trouve (se sente) aussi à son aise qu'en Angleterre, s'il a la chance (la bonne fortune) d'y rencontrer (trouver) quelques (de) bons amis. La plupart des Suédois s'entendent très bien avec les Anglais. Il fait un temps affreux (abominable, épouvantable) avec de la pluie et des inondations journalières. On n'entend parler[2] que de pluie et d'inondations. Je vais (descends) souvent le matin jusqu'à la Tamise pour voir si elle a monté[1]. J'ai rencontré un soir /de/ la semaine dernière un de nos anciens amis, ce /monsieur/ Dobson que nous avons vu (rencontré)[1] à Munich il y a /de cela/ cinq ans. Il n'a pas beaucoup changé (il n'est pas très changé). Il est employé de banque à Londres et gagne (se fait F) au moins /ses/ 10 livres par semaine. Il a promis de venir nous voir (dire bonjour) cet été pendant ses vacances.

Ton tout dévoué
Charles.

Notes.

(1) On évite en français beaucoup plus rigoureusement qu'en suédois les répétitions de mots. Évitez de répéter 'écrire' et 'rencontrer'. Évitez également de rapprocher 'descendre' vers la Tamise et la Tamise a 'monté'.

(2) L'expression "höra till ordningen för dagen" est ici intraduisible littéralement. On dit en français qu'une question est "à l'ordre du jour" quand elle est l'objet de débats quotidiens, qu'on la met journellement "sur le tapis". On ne peut pas dire que la pluie et les inondations sont "à l'ordre du jour".

Chambéry (Savoie). *C. Polack.*

Digitized by Google

Übersetzung.

London, d. 12. Februar 1910.

/Mein/ lieber Hans!

Es ist nun schon lange her, seitdem (seit) ich an Dich (Dir) /das letzte Mal (zum letzten Mal)/ geschrieben habe [1]); ich schäme mich wirklich (wahrhaftig) meiner Faulheit (Trägheit) [2]). Es ist aber nicht schön (nicht angenehm, nichts Schönes, kein Vergnügen), zu schreiben, wenn man an so viele [3]) zu schreiben hat (wenn so viele da sind, an die man zu schreiben hat; an die man schreiben muss). Es gefällt mir noch recht gut hier; es gi/e/bt kaum ein Land, wo ein Schwede sich so wohl fühlt wie in England, wenn er das Glück hat, ein paar gute Freunde zu finden. Die meisten Schweden sympathisieren mit den Engländern. — Wir haben schreckliches (furchtbares, entsetzliches, scheussliches, schauderhaftes, greuliches, grauenhaftes) Wetter /jetzt/ (Es ist jetzt schreckliches Wetter hier); Regen und Überschwemmungen gehören zur Tagesordnung, und ich gehe oft morgens (des Morgens) zur (an die) Themse hinunter, um zu sehen, ob sie gestiegen ist. — Eines Tages in der vorigen Woche (vorige Woche) traf ich einen alten Freund von uns, /den/ Herrn Dobson, mit dem wir in München vor fünf Jahren zusammen waren. Er hatte (hat) sich nicht sehr (viel) verändert. Er ist jetzt Bankbeamter in London (Er ist jetzt in einer Bank in London angestellt) und verdient mindestens (wenigstens) seine [4]) zehn Pfund die Woche [5]). Er versprach, uns im Sommer, wenn er Urlaub (Ferien) hat [6]), zu besuchen.

Mit herzlichem Gruss

Dein

N.

1) Möglich auch: Es ist nun schon lange, dass (seitdem) ich Dir das letzte Mal geschrieben habe; oder auch sehr gut: Es ist nun schon lange, dass ich Dir nicht mehr geschrieben habe.

2) Umgangssprachlich auch: wegen meiner Faulheit.

3) „viele Personen" würde man nicht gern schreiben, da man einen Freund nicht gern zu „Personen" rechnet.

4) „seine" ist gleichwertig mit „ungefähr".

5) Nicht „in der Woche".

6) Auch: während seines Urlaubs; wenn er auf Urlaub geht.

Stockholm. *E. A. Meyer.*

Blushes and Flushes.

London, 12/th/ Feb. (Feb. 12/th/), 1910
(12 /2/ 10, 12/ii/ 10, 12. 2. 10, 12. ii. 10)[1].

My dear (Dear, Dear Old F) John (Jack, Johnny, Johnnie F),

It is now a long time [is now long (ever so long F)] since I wrote (wrote last, last wrote, have written): I am ashamed of (blush for) my idleness (laziness, indolence). But there's (there is) no fun [2]

Digitized by Google

/in/ writing [it's (it is) no fun (not pleasant, not agreeable) to write] when one has (there are) so many people (folk) to write to. I'm (I am) still getting along (on) well (nicely, famously **F**, capitally **F**) [flourishing, thriving, prospering] (I'm getting along well etc. still): there's (there is) hardly (scarcely) [there can scarcely be] any country where a Swede gets on (thrives etc.) so well as in England, if he (one) has the luck (good luck, good fortune) to find (come upon) /a few (some, any)/ good friends. Most Swedes have much in common (are /much/ in sympathy, > sympathize) [3] with Englishmen (the English). We're having (We are having, We have) dreadful (fearful, horrid, beastly **F**) weather [4]; rain and floods are things of every day occurrence (are the order of the day); and I often go down to the Thames in the (of a) morning to see if it has risen. One day last week I met (came across, fell in with, encountered) an old friend of ours, the (that) Mr (Mr., M[r]) Dobson whom we met (saw) in Munich five years (a lustrum) ago (since). He hadn't (hasn't, isn't, wasn't) [had (has, is, was) not] changed (altered) much [5]. He's (He is) now a bank-clerk (cashier) in London, and makes (earns) [,making, earning] at least /his/ £10 [10 (ten) quid **F**] a week. He promised to pay us a visit (come and see us) [6] this summer [during (in) the summer] during (in) his holidays.

Yours (Yrs.) affectionately (Affectionately yours),
[Your (Yr) affectionate (affect.)]

Charles (Charlie, Charley).

Notes.

(1) Observe the omission of [12]/[3]. 10, which appears to be a frequent mode of writing and printing in Swedish. I have turned over a great mass of English letters without finding one single case in which the day number and the month-number were arranged as if they were a vulgar fraction and treated differently from the year. Doubtless the Swedish method of abbreviation *might* be found in English; but the normal thing is to treat all these sets of figures as of equal importance: i. e. to write or print them in figures of the same size and to separate them by similar symbols.

(2) Note that 'no fun' and 'not funny' differ altogether, not only in construction ('in writing' *v.* 'to write') but also in meaning: the former simply means that it is not a *pleasant* way of spending the time, while the latter means that is it not *amusing*.

(3) 'sympathise with' is placed last because that expression commonly imports not community of feeling between two people standing, as it were, on the same level, but rather one particular kind of feeling (pity) on the part of one party towards another party who is on a lower level: that is, 'to sympathise with' expresses 'to have sympathy for' rather than 'to be in sympathy with'.

(4) Not, here or anywhere, the indefinite article before 'weather'.

(5) 'He hadn't changed himself very much' would imply deliberate and conscious design on Mr Dobson's part — the English reflexive being usually reflexive in meaning as well as in form.

(6) Not 'pay us a call', unless one means only a very short visit; say, for afternoon tea or some other meal or for part of a day — at any rate not extending to staying the night.

Lund. *C. S. Fearenside.*

Digitized by Google

"CERTAIN PERSONAL MATTERS."

As we have constant evidence that the printed matter on the covers of *Moderna Språk* escapes the attention of many of our readers, I take leave to call attention in this place to certain personal matters which are more fully treated on the cover of the present number. These are all connected with the desire of the parties concerned to form linked establishments in Sweden and in England where Scandinavian students of English may find both a comfortable family life and help in their English studies; and we should be much obliged if our friends and acquaintances all over Sweden would make this matter known to *their* friends.

(1) **England.** Mrs Fearenside, who has to go to England early this summer in connexion with our son's education, is making arrangements to take a house in the near neighbourhood of London, where she can receive foreign visitors to England, especially if they desire lessons in English from one with many years experience in teaching English to foreigners. Should this experiment meet with a sufficient degree of success, it will be placed on a permanent footing.

(2) **Anglicia.** A summer course in English is intended this year, as in the three preceding years: there will probably be at least five native English people present throughout the season (June-August). The undersigned will be responsible for the instruction and the general direction of the party; the domestic arrangements will be in the hands of the Misses Young; and they will be assisted in the work of social entertainment by their parents and other relations. Amongst the new conveniences (or inconveniences?) in Snöån are a direct carriage-road to Ludvika (ready) and a telephone (in course of erection).

C. S. F.

TIDSKRIFTER INSÄNDA TILL REDAKTIONEN.

Neuphilologische Mitteilungen: herausgegeben vom Neuphilologischen Verein in Helsingfors. Acht Nummern jährlich: Preis 4 Fmk. direkt bei der Redaktion. 1910 ½ (März): Hugo Suolahti, Die Mariensequenz im Liederbuch der Anna von Köln. Besprechungen: Schwan-Behrens, *Grammatik des Altfranzösischen*, 8 Aufl. (von A. Wallensköld); M. M. Arnold Schröer, *Neuenglische Elementargrammatik* (von Anna Bohnof) etc.

Sprachenerlernung und Sprechmaschine: Mitteilungen über die Verwendung der Sprechmaschine beim Sprachunterricht. M. 1.20. Stuttgart: Wilhelm Violet. 2. Jahrgang, N. 1. (Februar 1910). Die Entwicklung der Sprechmaschine zum Unterrichtsmittel; Erzählungen und Lieder fur Kinder; Rundschau.

Vor Ungdom: Tidsskrift for opdragelse og undervisning, udgivet af Pædagogisk Selskab. (København: Gyldendalske Boghandel Nordisk Forlag).

Decemberhæftet, 1909: Gudmund Schütte, Tysk-National Synsmaade i Danske Skolebøger; Raphael Meyer, Fonetisk Hjælpemidler ved Tyskundervisningen (Viëtors *Die Aussprache des Schriftdeutschen* und *Deutsches Aussprachewörterbuch);* J. P. Jacobsen, Fransk Grammatik [Sandfeld Jensen, *Bisætningerne i Moderne Fransk.*]

Januarhæftet, 1910: Einer Andersen, Undervisning i Sprog; Ingerslev og Vibæk, National Uvederhæftighed — Svar till Dr. Schütte.

Februarhæftet, 1910: Nils Lundahl, Några Svenska Undervisnings- och Uppfostringsfrågor under år 1909.

Digitized by Google

Educational Times & Journal of the College of Preceptors: 6*d.* monthly. (London: Francis Hodgson). Vol. LXIII, No. 587 *(March, 1910):* J. L. Paton, Cross-Fertilization in Schools.

[A valuable detailed paper, dealing amongst other things with the mutual interchange of teachers among different kinds of schools: it was read before the College of Preceptors by one of the most eminent British schoolmasters of the day. The number also contains various independent and suggestively conflicting opinions on the value of Greek in our days, and a warm short appreciation of Rektor K. E. Palmgren of Stockholm: "His merit lay in the keen sense he had of the reforms required, and in his boldness and success in carrying out the hints and suggestions of others"].

Modern Language Teaching: the Official Organ of the Modern Language Association. 6*d.* monthly. (London: A. & C. Black). Vol. VI. No. 2. *(March, 1910):* E. G. W. Braunholtz, Evolution and Literary Criticism; Scholars' International Correspondence (with a list of foreign teachers who approve of the interchange of letters); Discussion on External School Examinations in Modern Foreign Languages.

This Discussion [at the January Meeting of the M. L. A.] deals largely with subjects which are naturally very much in the minds of Swedish teachers interested in the new shape assumed by the now officially styled "Studentexamen"].

School World: a Monthly Magazine of Educational Work and Progress. 6*d.* monthly. (London: Macmillan). Vol. XII, No. 135 *(March, 1910):* S. E. Winbolt, The Service of Teachers in English and Foreign Secondary Schools [to be compared with Lector Korlén's article in M. S. III, iv (April 1909), and with Mr Paton's address summarised in the *Educational Times* for March 1910].

[In our February summary of the contents of recent educational papers omission was made of the fact that the February number of the *School World* contained not only a fuller summary of the Interim Report on Grammatical Terminology than that reprinted in our columns, but also a few highly pertinent criticisms — such as would be highly welcome from readers of *Moderna Språk.*]

University Correspondent & Educational Review: an Educational Journal devoted mainly to London University Matters. Nos. 582—586, (Jan.—March, 1910). Bimonthly: Annual Subscription, *2s 6d; 1d.* per number. (London: W. B. Clive).

This is a fortnightly publication by an institution which 'coaches', both orally and by correspondence, with conspicuous success for the 'external' examinations of London University (and indeed all examinations); and, very naturally and properly, its contents are "mainly devoted to London University matters". Still there are not a few things that would interest foreign teachers. For instance, Nos. 582 (15 Jan.) and 585 (1 March) contain reports, by successful candidates, on the methods whereby they attained honours in English, French and German; No. 583 (1 Feb.) contains the papers set in January at the London Matriculation Examination (which is *one* of the things in England corresponding to the Swedish "Studentexamen"), with criticisms of the papers and a Latin version of the English set for Translation (with much less liberality in the matter of variants than that displayed by *Moderna Språk!);* and No. 586 (15 March) contains a useful critical abstract of a recent paper by Mr. Henry Barker on "Cockney English". To judge by the few numbers before us, foreign teachers of English would certainly find the paper worth the modest annual subscription (which, contrary to British practice, is markedly cheaper than the purchase of individual numbers).

Note. By way of supplement to the above notes on the contents of our exchanges, we may notice that the current January number of the *Modern Language Review* (see Cover, p. 2) contains an article on "The Sounds of West Middle German as spoken at Marburg an der Lahn", by Dr Julius Freund, formerly German lector at Uppsala and Lund, and now Professor of German in the University of Sheffield.

Digitized by Google

UNIVERSITY OF OXFORD.

UNIVERSITY EXTENSION DELEGACY.

VACATION COURSE IN ENGLISH FOR FOREIGN STUDENTS.

This Course will be held in Oxford, 2—29 August 1910. (Part I, Aug. 2—15, inclusive; Part II, Aug. 16—29, inclusive).

Courses of Lectures will be given in Phonetics by Prof. N. C. K. WYLD, B. Litt.; English Language, by Mr. T. H. PENSON, M. A.; the History and Literature of the Victorian Era, by Mr. J. A. R. MARRIOTT, M. A., Mr. J. C. POWYS, and others.

Special Classes (limited to 15 students each) will be arranged in English Composition, Reading, Conversation and Pronunciation.

Examination (optional) and **Certificates.**

Certificates, testifying to proficiency in *(a)* Spoken English, *(b)* Written English, will be issued to the successful students after Examination.

Recreation & Excursions. Visits to University Institutions and Colleges under expert guidance, and Excursions to places of historic and educational interest in the neighbourhood of Oxford, will be arranged.

Fees: to admit to all lectures and classes for the Whole Course **£3.**
For either Part ..... **£2.**
Examination fee: in Spoken English, **10/-**; in Written English, **10/-**; in Both **15/-**

Prospectus (gratis) and all information from:

In Sweden: **J. A. R. MARRIOTT, M. A.**
From *C. S. Fearenside, Lund.* **University Extension Office, OXFORD.**

UNIVERSITY OF CAMBRIDGE.

Local Lectures Summer Meeting at York, 1910.

The Meeting will be divided into two parts:

Part I: from Friday, 22 July, to Thursday, 4 August, inclusive.

Part II: from Thursday, 4 August, to Wednesday, 17 August, inclusive.

COURSES OF LECTURES will be given in History, Archaeology, Literature, Natural Science, Social Economics, Education and Theology. The Inaugural Lecture will be delivered by the Archbishop of York.

SPECIAL COURSES for Foreign Students will be given in Phonetics, Reading, etc.

RECREATION & EXCURSIONS. Visits to Abbeys, Churches, Castles will be arranged in one of the most interesting districts in England. The Archbishop of York will entertain all the students at Bishopthorpe. The Lord Mayor of York will give an evening Conversazione, and Mrs Edwin Gray will give a Party for foreign students at Gray's Court.

		Ordinary	For Teachers
FEES:	For the Whole Meeting.....	£2 0 0	£1 10 0
	For Either Part...	£1 5 0	£1 0 0

Prospectus (gratis) and all information from

In Sweden: **Rev. D. H. S. CRANAGE, M. A.,**
From *C. S. Fearenside, Lund.* **Syndicate Buildings, CAMBRIDGE.**

LUND 1910, A.-B. SKÅNSKA CENTRALTRYCKERIET.

Digitized by Google

MODERNA SPRÅK

SVENSK TIDSKRIFT FÖR UNDERVISNING I DE TRE HUVUDSPRÅKEN TYSKA, ENGELSKA, FRANSKA

UTGIVEN AV

C. S. FEARENSIDE :: E. A. MEYER :: C. POLACK

UNDER MEDVERKAN AV E. RODHE

ÅRG. IV. iii. (34) * LUND * April 1910

NOTE.—*The Managing Editor thinks it well to state that the various translations appearing in this Number (including the two sets of English translations) are all entirely independent of each other.*

UPPSATSÄMNEN VID VÅRENS STUDENT-EXAMEN.

A. ONSDAGSUPPGIFTER [13/4, 10].

Uppgifter på *tyska* eller *franska* för realgymnasiet samt på *tyska* eller *engelska* eller *franska* för latingymnasiet.

1. Minnen från en järnvägsresa.
2. Skildring av en bergsbestigning.
   Ungefärligt innehåll: Sällskapet — bergets belägenhet och höjd — uppstigningens mödor — utsikten från toppen — förtärandet av matsäck — nedstigandet — bad — trötthet — vila.
3. Brev till en vän.
   Ungefärligt innehåll: kommer till Berlin (London, Paris) i september — skall vistas där några månader för språkstudier — önskar råd angående resan dit och bostad därstädes, helst i familj — ber om upplysning angående pris, måltidstimmar o. s. v. — gläder mig åt sammanträffandet.

B. FREDAGSUPPGIFTER [15/4, 10.]

Uppgifter för uppsats på *engelska* eller *franska* för realgymnasiet.

1. Kort beskrivning på läroverksstadens läge och utseende.
2. Den bästa bok jag vet.
3. Brev.

Ungefärligt innehåll: har haft brev från kusin A. — inbjudning till familjens egendom — skall bli stor bal där — hela traktens ungdom bjuden — väntar mig mycket nöje — dessutom skridskoåkning och slädfärder — reser på järnväg till — sedan med släde till A:s hem — skriv svar dit.

Digitized by Google

A. ONSDAGSUPPGIFTER [TYSKA, FRANSKA, ENGELSKA].

Tyskt översättningsprov för real- och latingymnasiet.

Det finns knappast en trevligare och intressantare resa än en färd på Rhen från Maintz till Köln. Man har på ångbåten all möjlig bekvämlighet, behöver varken vara rädd för regn, blåst eller solhetta och ser i sällskap med en mängd glada människor de vackra stränderna draga förbi, som om det vore blad i en bilderbok.

I början följa oss, på något avstånd från floden, Taunus' blåa berg. Lägre höjder tränga sig närmare stranden, beväxta med vinrankor, som lämna det bästa vinet i hela Tyskland.

Ju längre vi komma, desto livligare blir tavlan. Man ser omväxlande skogar och trädgårdar, villor och slott, byar och ålderdomliga städer med vackra kyrkor och till hälften förfallna murar. Och på höjderna framträda gamla borgar dels i ruiner, överväxta med murgröna, dels åter uppbyggda, såsom det härliga slottet Stolzenfels.

Sedan vi farit förbi Siebengebirge med dess sju skogiga berg, träda höjderna mer och mer tillbaka och bliva lägre. Till slut visar sig Köln med sin väldiga dom.

Übersetzung.

Es gibt kaum eine angenehmere (schönere)[1]) und interessantere (unterhaltendere, anziehendere, merkwürdigere) Reise als eine Fahrt auf dem Rhein (Rheinfahrt) von Mainz nach (bis, bis nach) Köln /hinunter/. (Man kann kaum eine — — — unternehmen). Man hat (findet) auf dem Dampfer (Dampfschiff)[2]) alle (jede) mögliche (erdenkliche) Bequemlichkeit[3]), [Der Aufenthalt auf dem D. wird einem so bequem wie möglich gemacht], man braucht weder vor Regen, /noch/ Sturm (Wind) noch Sonnenhitze Furcht (Angst) zu haben (besorgt zu sein) [Regen — — — zu fürchten, sich weder vor R. zu f. — — —] und sieht in Gesellschaft (Gemeinschaft) einer[4]) Menge (vieler, zahlreicher) froher (fröhlicher, heiterer, lustiger, vergnügter) Menschen die schönen Ufer[5]) vorüberziehen (vorbei.; vorübergleiten), als ob (wenn) es (sie) Blätter eines[6]) Bilderbuches wären. Anfangs (Anfänglich, Zuerst, Zunächst, Im Anfang, Zu A.[7]), Im Beginn, Zu B.) begleiten (geleiten, folgen) uns in einiger[8]) Entfernung (in einigem Abstand) vom Strome (Flusse) des Taunus blaue Berge (Bergzüge, Höhen/züge/ [die blauen B. d. T.]. Niedrigere Höhen/züge/ drängen sich (treten, rücken) näher an das Ufer heran, mit Weinreben (-stöcken) bewachsen (bestanden, bepflanzt), die den besten Wein in (von) ganz (im ganzen) Deutschland liefern (hervorbringen, erzeugen, tragen) [Niedrigere mit W. bewachsene H. . . .][9]).

Je weiter[10]) wir kommen, desto lebhafter (belebter, lebendiger)[11]) wird das Bild (Gemälde, Rundbild [Panorama]). Man sieht abwechselnd[12]) Wälder und Gärten, Villen (Landhäuser, -sitze) und

Digitized by Google

Schlösser, Dörfer und altertümliche Städte mit schönen Kirchen und halb zerfall/e/nen (verfall/e/nen) Mauern. Und auf den Höhen treten alte Burgen hervor, /die/ teils in Trümmern /liegen und/ mit (von) Epheu bewachsen (überwachsen, übersponnen, bedeckt), teils wieder aufgebaut /sind/ wie das herrliche Schloss Stolzenfels.

Nachdem[13]) wir am Siebengebirge mit seinen sieben waldigen (bewaldeten) Gipfeln (Bergen) vorübergefahren sind (das S. passiert, hinter uns gelassen haben), treten die Höhen mehr und mehr zurück und werden niedriger. Zum Schluss (Schliesslich, Zuletzt) zeigt sich (erscheint) Köln mit seinem gewaltigen (mächtigen) Dom.

Anmerkungen.

1) ‚hübsch' und ‚nett' weniger gut; die anderen Ausdrücke bei Hoppe hier nicht anwendbar.
2) ‚Dampfboot' nicht recht gebräuchlich.
3) Gemächlichkeit, Wohnlichkeit (Hoppe) hier nicht anwendbar.
4) Besser als: von einer; unmöglich: mit.
5) Nicht: die Strande, Küsten.
6) Besser als: in einem.
7) Nicht so gut: am A.
8) Auch: in einer gewissen E., e—m g—n A.; falsch dagegen: in irgend einer, welcher E., in irgend e—m, w—m A.
9) Wortstellung sonst unverändert, also Relativsatz nicht zum Beziehungswort! Gegenteil nicht falsch, aber schwerfällig.
10) Länger nur zeitlich, z. B. je länger wir fahren, reisen.
11) Nicht gut: reger.
12) Falsch: abwechselnde, möglich auch: mannigfaltige, wenn auch weniger gut.
13) Nicht gut: seit, seitdem.

Lund. *Walter Karf.*

Übersetzung.

Es giebt kaum (nicht bald, nicht leicht) eine angenehmere (hübschere, nettere) Reise, als eine Fahrt auf dem Rhein von Mainz nach (bis) Köln[1]. Man hat auf dem Dampfschiff (Dampfer, Dampfboot) alle mögliche Bequemlichkeit (alle möglichen Bequemlichkeiten, jede mögliche Bequemlichkeit, jede erdenkliche Bequemlichkeit), braucht weder Regen, noch Wind[2], noch (oder) Sonnenhitze zu fürchten (sich vor Regen . . . zu fürchten, vor Regen . . . Angst zu haben) und sieht in Gesellschaft einer (mit einer) Menge von frohen (frölichen) Menschen (froher Menschen) die schönen Ufer[3] vorbeiziehen (vorüberziehen), als wären es Blätter in einem Bilderbuch (eines Bilderbuchs).

Anfangs (Zu Anfang, Zu Beginn) begleiten[4] uns in einiger Entferning (einigem Abstand) vom Fluss (Strom) die blauen Berge des Taunus. Niedrigere Anhöhen[5] drängen sich näher an den Strand /heran/, mit Reben (Weinstöcken)[6] bewachsen, die den besten Wein in ganz Deutschland liefern.

Digitized by Google

Je weiter wir kommen, desto (um so, je) lebhafter (lebendiger, lebensvoller) wird das Bild. Man sieht abwechselnd[7] Wälder und Gärten, Villen (Landhäuser) und Schlösser, Dörfer und altertümliche Städte mit schönen Kirchen und halb[8] verfallenen Mauern. Und auf den Anhöhen treten alte Burgen hervor (erscheinen, kommen zum Vorschein), teils in Ruinen (Trümmern), die mit Epheu[9] überwachsen [von Epheu umsponnen (umrankt)] sind, teils wieder aufgebaut, wie das herrliche Schloss Stolzenfels.

Nachdem wir am Siebengebirge mit seinen sieben waldigen (bewaldeten) Bergen vorbeigefahren sind (das Siebengebirge passiert haben) treten die Höhen mehr und mehr zurück und werden niedriger. Schliesslich (Zuletzt, Zum Schluss) zeigt sich Köln mit seinem gewaltigen (mächtigen) Dom.

Anmerkungen.

(1) Nicht „zu Köln", was mit „in Köln" gleichbedeuten ist.
(2) Unmöglich: Blasen.
(3) Nicht „Strände". [Strand = Meeresufer].
(4) Nicht „folgen".
(5) Weniger gut: „niedrigere Höhen", was etwas unlogisch klingt.
(6) „Weinranken" bezeichnet nur einen Teil des Gewächses, nämlich die sich windenden Schösslinge, mit denen die Pflanze ihre Stütze umklammert.
(7) Nicht „abwechselnde".
(8) Weniger gut: „zur Hälfte". „Zur Hälfte verfallene Mauern" bedeutet eigentlich „Mauern, an denen die eine Hälfte verfallen, die andere unbeschädigt ist".
(9) „Eppich" bedeutet in der Regel nicht „Epheu", sonder „Apium grave oiens", Sellerie.

Upsala, 16. iv. 1910. *Hans Sperber.*

Franskt översättningsprov för real- och latingymnasiet.

En liten stad i Bretagne hade en borgmästare, som tillika var fornforskare. En dag, då han gjorde en utflykt på landsbygden, upptäckte han några stenar, som voro uppstaplade på varandra. Han blev helt glad, ty han antog, att det var vad fornforskarna kalla en dolmen, *) d. v. s. en stendös från urgammal tid. Han begav sig till platsen och fann, att hans förmodan var riktig. Vid hemkomsten sammankallade han alla stadens lärde och inbjöd dem att dagen därefter följa honom för att bese en nyupptäckt dolmen. När den lärda församlingen följande dag nalkades stället för borgmästarens upptäckt, spanade allas ögon förgäves efter en dolmen. »Vad söka herrarna?» frågade bonden, som ägde den mark, på vilken de stodo. »En dolmen, en stendös», svarade borgmästaren. »Å, de där gamla stenarna», sade bonden, »skaffade jag bort och slog sönder, då jag hörde, att så fint folk skulle komma hit».

*) dolmen, m.

Digitized by Google

Thème français.

Dans une petite ville de Bretagne[1] (En Bretagne, dans une petite ville), il y avait un maire qui était en même temps archéologue. Un jour, en faisant (comme il faisait) une promenade (excursion) à la campagne, il aperçut il [fit . . . et aperçut] (découvrit) quelques pierres placées[2] les unes sur les autres. Il fut tout joyeux (réjoui, heureux) [fort aise] à la pensée qu'il avait trouvé (,car il pensait avoir trouvé) ce que les archéologues appellent un dolmen, c'est-à-dire une table de pierres[3] d'une haute antiquité. Il s'approcha[4], et trouva que sa supposition était juste. Rentré chez lui (De retour dans sa demeure), il convoqua tous les savants de la ville et les pria de l'accompagner le lendemain (le jour suivant) pour voir un dolmen nouvellement découvert (qui venait d'être découvert). Le lendemain, quand l'assemblée des savants[5] s'approcha de l'endroit où le maire avait fait sa découverte, ils cherchèrent tous vainement des yeux (tous les yeux cherchèrent vainement)[6] un dolmen. «Que cherchez-vous, messieurs (Que cherchent ces messieurs)?» demanda le paysan qui possédait le champ où se trouvaient les pierres. «Un dolmen, une table de pierres», répondit le maire. «Ah! les vieilles pierres!», dit le paysan, «Je les ai enlevées et je les ai cassées en apprenant que des gens si distingués viendraient ici».

Notes.

(1) La suppression de l'article est ici obligatoire. Mais il faudrait mettre l'article si le nom qui désigne la province (ou la nation) était au masculin. Ex.: «dans une petite ville du Poitou . . . du Japon». De même on dira avec un nom féminin, «Je vais en Chine» [le XVIII[e] siècle dans ce cas employait l'article: «Je vais à la Chine»]; mais avec un nom masculin, «Je vais au Japon».

(2) Je traduis par 'placées', ce qui implique une idée d'ordre, d'arrangement. Quoique rudimentaire en effet le dolmen est une construction (cf. la note suivante). Le mot 'entassées' ne saurait donc convenir ici. La proposition relative du texte suédois *som voro* . . . etc. est vague et s'applique mal à la définition du mot 'dolmen'. J'ai essayé de concilier, sans y parvenir absolument, le sens rigoureux des mots français et le texte qui m'était fourni. On pourrait peut-être traduire par 'superposées'. Mais ce mot n'est pas encore très exact. Comment traduire d'ailleurs un texte qui prend à contresens le mot *dolmen* qu'il cherche à définir?

(3) Les mots *menhir*, *cromlech*, *dolmen*, *cairn*, tous d'origine celtique, désignent quatre choses distinctes. Un *menhir* est une haute pierre dressée; un *cromlech* est un groupe de menhirs disposés circulairement autour d'un autre plus élevé (ces enceintes étaient, sans doute, au temps des druides consacrées aux sacrifices). Le *dolmen* est composé de plusieurs menhirs supportant une imminense table de pierre, faite d'un seul bloc, sur laquelle on égorgeait les victimes. On voit donc l'impossibilité de traduire *stendös* par «tas de pierres». L'expression «table de pierres» me semble être la seule possible. Quant aux *cairns*, ce sont des monticules de pierre et de terre, artificiels, et sous lesquels on enterrait les morts.

(4) Le complément '(de l'endroit, du lieu, de la place)' n'apporterait aucune précision, et ce complément aurait besoin d'être déterminé, ce qui alourdirait la phrase.

Digitized by Google

(5) Et non «la société savante». Cette expression désignerait un corps constitué, organisé. Nous n'avons ici qu'une réunion toute fortuite de savants.

(6) Et non: «les yeux de tout le monde cherchèrent . . .» expression inusitée.

Lund, 13 avril 1910. *Virgile Pinot.*

Thème français.

Une petite ville de Bretagne avait un maire qui était archéologue. Un jour, en faisant une excursion à la campagne, celui-ci découvrit quelques pierres qui étaient posées les unes sur les autres. Il fut tout joyeux, car il supposa que c'était ce que les archéologues appellent un dolmen, c. a. d. un monument de pierres de la plus haute antiquité. Il se rendit sur le lieu même et vit que sa supposition était exacte. De retour chez lui, il convoqua tous les savants de la ville, et les invita à l'accompagner, le lendemain, pour aller voir un dolmen nouvellement découvert. Quand, le jour suivant, la docte assemblée s'approcha de la place où le maire avait fait sa découverte, c'est en vain que tous cherchèrent des yeux le dolmen. «Que chercent ces Messieurs?» demanda le paysan propriétaire du terrain sur lequel ils se trouvaient. «Un dolmen, un monument de pierres», répondit le maire. «Oh! les vieilles pierres qui étaient là», dit le paysan, «je les ai enlevées et mises en pièces, quand j'ai entendu dire que des gens si distingués devaient venir ici».

Variantes.

Il y avait dans une petite ville de Bretagne un maire qui était archéologue. Un jour, comme il faisait une promenade dans la campagne, il aperçut quelques pierres posées les unes sur les autres. Grande fut sa joie, car il pensa que c'était, suivant le terme employé par les archéologues, un dolmen, c. a. d. un monument de pierres des temps les plus reculés. Il s'approcha et constata que son idée était juste. Rentré à la maison, il convoqua tous les érudits de la ville, et leur proposa de les mener voir, le lendemain, un dolmen qui venait d'être découvert. Au jour dit, quand le groupe des savants arriva à l'endroit où avait été faite la trouvaille du maire, c'est en vain qu'on chercha des yeux le dolmen. «Que cherchent ces Messieurs?» demanda le paysan à qui appartenait le terrain sur lequel on se trouvait. «Un dolmen, un monument de pierres», répondit le maire. «Oh! les vieilles pierres qui étaient là», dit le paysan, «je les ai ôtées et cassées, quand j'ai appris que des personnes si bien viendraient ici» [ou pour employer exactement les mots dont se servent les paysans: «quand j'ai appris que du si beau monde viendrait ici»].

Handelshögskolan, Stockholm, 16 avril 1910. *L. Méaly.*

Digitized by Google

Thème français.

Une petite ville de Bretagne (bretonne) avait (possédait) un maire qui était en même temps (aussi) archéologue. Un jour, en faisant (lorsqu'il faisait) une course (une excursion, une promenade) à la campagne, il découvrit (il remarqua, il aperçut, il fit la découverte de) quelques pierres amoncelées (placées en tas) les unes sur les autres (superposées les unes aux autres). Ceci le remplit de joie (le charma, le ravit, lui causa une joie extrême), car il supposait (s'imaginait, croyait) que c'était ce que les archéologues nomment (appellent, désignent sous le nom d') un dolmen, c'est-à-dire un amas (tas, amoncèlement) de pierres remontant à (datant d') une époque très ancienne (reculée). Il se rendit sur les lieux (à l'endroit en question) [1] et reconnut (constata) que sa supposition (conjecture) était exacte (juste). De retour (Arrivé, Rentré) chez lui, il convoqua (réunit, rassembla, appela) tous les savants (érudits, hommes instruits) de la ville et les invita (engagea) à l'accompagner (à le suivre) le lendemain (le jour suivant) pour voir (regarder, contempler) le nouveau dolmen (le dolmen nouvellement découvert). Lorsque, le lendemain, la docte assemblée s'approcha de l'endroit découvert par le maire, tous les regards (les yeux) cherchèrent en vain (vainement) le dolmen. «Que cherchent ces messieurs?» demanda (questionna) le paysan, propriétaire (possesseur) du terrain sur lequel ils se trouvaient. «Un dolmen, un amas (tas) de pierres», répondit le Maire. «Ah, ces vieilles pierres», dit le paysan, «je les ai emportées (enlevées) et cassées [brisées, morcelées, mises en pièces (morceaux)] en apprenant (lorsque j'appris) que du si beau monde (de si beaux messieurs, des gens si distingués) devaient venir (étaient attendus)».

[1]) Le texte doit faire erreur, car le Maire est déjà sur les lieux.

Gothembourg, le 16 avril 1910. *M. Ransson.*

Engelskt översättningsprov för latingymnasiet.

Min käre Kalle!

Häromdagen var jag ute och botaniserade i den stora skogen öster om farbrors lantgård och hade lyckan att göra ett par rätt intressanta fynd. Detta lockade mig att utsträcka vandringen längre, än jag hittills någonsin gjort. Plötsligt mulnade himmelen, och jag tyckte det var bäst att vända om hem. Men som jag hade gått med ögonen fästa på marken, hade jag tappat bort vägen. Jag sprang en lång stund i riktning mot gården, såsom jag trodde. Men omöjligt att upptäcka något slags väg! Då hörde jag ett skott icke långt borta. Genast uppgav jag ett högt rop. Till

Digitized by Google

min glädje besvarades det. En medelålders herre kom emot mig, vilken jag igenkände som en av våra grannar. Han var så vänlig och visade mig vägen. Hälsa alla och skriv snart.

Din tillgivne Jakob.

An Escape from the Wood and the Wet.

(i) Gothenburg Prose Rendering.

My dear Charley,

The other day I was out botanizing in the large (big) wood/s/ /to the/ east of my uncle's (of Uncle—'s) farm, and was lucky enough (had the good fortune) to make a few (some) very interesting finds. This tempted (induced, enticed) me to extend my ramble (wandering/s/, tramp, walk, excursion) further than I had ever done before. Suddenly the sky became overcast (clouded over), and I thought it best (would be best) to turn back home (return home). But as I had been walking with my eyes on (fixed on, glued to) the ground, I had lost my way. For a long time I ran in the direction of the farm (house), as I thought. But it was impossible to discover any kind of road. Then I heard a shot not far off (away). At once I gave a loud shout. To my joy it was answered. A middle-aged (An elderly) gentleman came towards (to meet) me, and I recognized him as a neighbour of ours (as one of our neighbours). He was kind (good) enough to show me the way.

Greetings to all: write soon;

Your affectionate,
James.

Gothenburg, 16 April 1910. *G. E. Fuhrken.*

(ii) Version à la Browning.

Dear Charles, I was out in the woods, east of uncle's estate, a day
or two back,
As botanist. Finds not a few did I make (t'was my luck), but alack!
'Ere I was 'ware, sky overcast: 'best to return': 'path lost': I swore—
Though tempted I'd gone, eyes on the ground, further than ever
before —
But I ran in the line of the farm or estate, but no road could I see,
Till, close by, a shot! And from me, a loud shout! Near neighbour is he,
Elderly gent, I knew him. He showed me the path to be on.
'Twas kind. Greet all! Write soon! From your ever affectionate, John.

Gothenburg, 17 April 1910. *G. E. Fuhrken.*

Digitized by Google

(iii) Lund Translation.

My dear (Dear) Charlie (Charley),

The other day [A day or two since, A few days since (ago)] I was out botanizing [collecting (> gathering) plants] in the big (great, large) wood (forest) /lying/ to the east of (eastwards from) /my/ uncle's (Uncle's) farm, and had the good fortune (/good/ luck) to [was lucky enough (so lucky as) to] make (come upon) one or two (a couple of) very (highly, quite **F**, mighty **F**) interesting finds [to make one or two very interesting discoveries, to discover one or two very etc. interesting things (plants, specimens, varieties)]. This (That) tempted (induced) me (lured me on) to extend my walk (ramble, wanderings, excursion, stroll) farther (further) than I had (have) ever hitherto [up till (to) now, down till (to) now] done (been) [done (been) hitherto]. All of a sudden (All at once, Suddenly) the sky (the heavens) clouded over (darkened, grew dark) [became (grew) overcast (cloudy)]; and I thought it better (best) to [it was better (best) to] (thought I had better) turn back towards home (homewards) [make for home]. But as I had been walking (moving along) [walked, moved along] with my eyes fixed (fastened) on (glued to **F**) the ground, I had lost my (the) way. I ran for a long time [a good (goodish **F**) while (bit **F**)] (For a long time I ran) straight towards (in the direction of) the farm, as I thought (fancied, imagined, believed). But it was impossible to discover (find) any kind (sort) of road (track, path) [a road etc. of any kind (sort) /whatever/]. Then I (I then) heard a shot (a gunshot, the report of a gun) not /so very/ far off (away) [at no great distance]. I at once (immediately) [At once I] gave (uttered, set up) a loud cry (shout, call) . . . To my joy (delight) it was answered [there was an answer (a response)]. A middle-aged gentleman came towards me [There came towards me a middle-aged gentleman (a gentleman of middle age)], whom I recognized as (to be) [in whom I recognized] a neighbour of ours (one of our neighbours) [A middle-aged gentleman (A gentleman of middle age), in whom I recognized (whom I recognized as) a neighbour of ours etc., came towards me]. He was kind enough (so kind as) to show [He was /so/ very kind (friendly), and showed] (He very kindly showed) me the (my) way.

Kind (Kindest, My kind, My kindest) regards (remembrances) [My /best/ love (Love, Best love)] to all, and /do/ write soon.

Yours affectionately (very sincerely) [Affectionately (Sincerely) yours], [Your (Yr) affectionate].

James (Jim, Jem, Jimmy, Jimmie, Jemmy, Jemmie, Jamie **Sc**).

Lund, 13 April 1910. *C. S. Fearenside.*

Digitized by Google

(iv) Lund Mistranslations: A Farce of Errors.

"*Farce*".—1. A short comedy whose humour is due to exaggeration of effects and distortion of incidents" . . . 4. Stuffing, as for meat" [Standard Dictionary, *s. v.*]. What follows contains all the mistakes noted in about a dozen versions. Quite inoffensive expressions are printed in *italics*].

Dear Charles!

For some days I *was out* for a botanic execution (was botanising) *in the* vast forrests (woods) on east [in (on) the east /side/][1] of the country-house of my uncle; *and* then I *made* (succeeded in doing) a couple of discoveries quite interesting (happened to found) [had the fortune (good luck, good hap) of finding {was happy enough to find (discover)} a couple of *rather interesting* things (very interesting plants)][2]. These (*This* fact) drove (decoyed, got) *me to* stretch out (extend, prolong) the excursion longer (to go longer)[3] *than I ever had* made (done) [than I've done ever (any time before)]. *Suddenly the* heaven *was covered with cloud* (was darkened, was cloudy), and *I thought it better* [I found (considered) it better (best) to] *return*[4] /to my/ (set out for) *home*. But because I had (But having) gone *with* [been walking (walked)] *my eyes* fixed to the (this) earth, *I had lost* the *way*. I leapt (went, ran) [I kept running], as I thought (to my thinking), during *a good* (long) *while in the direction* towards the *home*. *But* quite *impossible* to detect (see, come across, find out) some kind (kinds) of way [a way of any kind, any kind of way, any way whatever (at all)]![5] *Then I heard a* report at a rather short distance (*not* long *away*). Immediately I ejaculated (emitted, gave up) a *loud* (high) roar (*cry*) [a loud roar escaped /from/ me]. *It was answered* [I got (received) answer] to my great gladness (happiness).[6] *A gentleman* (fellow) of middle age *came* up to me *whom I* knew as (*recognized*) *as one of our* neigbours [sic]. *He was so* kind to show (very friendly to me and shew) the way to me (*me my way*). *My* regards *to all*. *Write* son to me, please (Please write me soon).

Your sincere

Jack (Jakob, Jacob).

Compiled [Put (Strung) together] but not composed [Discovered (but not invented)] by

Lund, 14 April 1910. *C. S. F.*

Notes and Variants.

Most of the mistakes embodied in the above can be readily corrected with the aid of a dictionary; but some few points merit a word of comment.

(1) 'on the east' would be used of something on or within the borders of the region mentioned: e. g. «Sweden is bounded *on* the east by

Digitized by Google

the Baltic Sea, which accordingly lies *to* the east of Sweden». It will, therefore, do here only if we consider the 'wood' (or 'forest', if it is very large) as part of the uncle's farm; but it would be more appropriate if we were dealing with an 'estate' rather than a 'farm'.

(2) 'find' is the regular word in this connexion, as it suggests the joy of discovery and not merely its novelty. «I was happy enough to find» would seem to ascribe the discovery to the finder's feeling of happiness, not *vice-versa;* and «I made a couple of discoveries quite interesting» (with an unfortunate suppression of the relative and verb) imports a claim to have invested the discoveries with a factitious interest

(3) 'longer' in such connexion imports time rather than distance.

(4) 'I thought it better return': the omission of the 'to' is apparently due to confusion with the equally common «I had better (rather) go».

(5) 'way', in almost any of these renderings, would naturally mean 'direction' or 'manner' rather than a visible 'track'; 'detect' would be applicable if one were tracing an almost indistinguishable 'spoor' or 'trail'; while 'come across' implies accident, not the deliberate search here intended.

(6) 'It was answered to my gladness' means that the cause of the gladness was not the fact, but the nature, of the answer.

Lund, 16 April. *C. S. F.*

B. FREDAGSUPPGIFTER.

Franskt översättningsprov för realgymnasiet.

Min käre vän!

För några veckor sedan lovade du att låna mig en bok av Daudet. Som jag ännu icke mottagit den, antar jag, att du glömt ditt löfte. Det är emellertid icke för att påminna dig därom, jag skriver dessa rader, ty jag är nu så upptagen, att jag icke har tid att läsa roliga böcker. Men eftersom du har så många franska böcker, ville jag bedja dig att låna mig några under sommaren. Jag tänker använda ferierna till att studera fransk litteratur. Om du har några av Dumas' romaner, så skicka mig dem. Jag skulle gärna vilja läsa »De tre musketörerna» på franska, fast jag redan läst den boken på svenska. Om du kunde skicka mig några volymer i början av juni, vore jag dig mycket tacksam.

Jag ber dig framföra mina bästa hälsningar till dina föräldrar och dina syskon.

Din vän
Robert.

Thème français.

Mon cher ami (Cher ami),

Tu m'as promis il y a quelques semaines (Il y a quelques semaines tu m'as promis) de me prêter un livre de Daudet. Ne l'ayant[1] pas (Comme je ne l'ai pas) encore reçu, je suppose que tu as oublié ta promesse. Ce n'est pas cependant pour te la rappeler que je t'écris: je suis si occupé maintenant que je n'ai pas le temps de lire des livres amusants. Mais puisque tu as (possè-

Digitized by Google

des) tant de livres français, je voudrais te prier de m'en prêter quelques-uns pour l'été [*mieux que:* pendant l'été]. J'ai l'intention de (Je compte) consacrer mes vacances à l'étude de (passer mes vacances à étudier) la littérature française. Si tu as quelques romans de Dumas, envoie-les-moi[2]. Je voudrais bien (J'aimerais, Je désirerais) lire les «Trois Mousquetaires» en français, bien que (quoique) j'aie déjà lu ce livre en suédois. Si tu pouvais m'envoyer quelques volumes au commencement /du mois/ de juin, je t'en serais très reconnaissant.

Je te prie de faire mes compliments à toute ta famille (à tous les tiens).

Ton ami,
Robert.

Notes.

(1) La langue française coordonne ou juxtapose souvent les propositions au lieu de les subordonner pour marquer le rapport logique des idées. Il est donc possible d'écrire ici: «Je ne l'ai pas encore reçu: je suppose que . . . etc).

(2) Construction plus fréquente — surtout en langage familier et dans le style épistolaire sans prétentions littéraires — que celle-ci: «envoie-moi-les».

Lund, le 15 avril 1910. ***Virgile Pinot.***

Thème français.

Mon cher ami,

Il y a quelques semaines tu me promis de (t'engageas à) me prêter un livre de Daudet. Ne l'ayant pas encore (Comme je n'ai encore rien) reçu, je suppose (crois, me dis, j'en conclus) que tu as oublié (perdu de vue) ta promesse. Cependant, ce n'est pas pour te rafraîchir la mémoire (rappeler, remémorer, remettre en mémoire ta promesse) que je t'écris ces lignes, car je suis si occupé (pris, absorbé par mon travail) que je n'ai pas le temps de lire des livres amusants. Mais comme tu possèdes (as) tant de livres français, je voudrais te prier (demander) de m'en prêter quelques-uns pendant (durant) l'été. Mon intention est d' (J'ai l'intention d', je compte, je désire) employer (consacrer) les (mes) vacances à l'étude de (étudier) la littérature française. Si tu as (possèdes) [A supposer que tu aies] quelques romans de Dumas, envoie-les-moi (fais-les moi parvenir). Je voudrais (J'aimerais, Mon désir serait de) lire «les Trois Mousquetaires», en français, quoique j'aie déjà lu ce livre en suédois. Si tu pouvais (S'il était possible de) m'expédier (m'envoyer) quelques volumes au commencement de juin, je te (t'en) sérais très (fort, extrêmement) reconnaissant.

Je te pris de (Veuille) transmettre mes meilleures salutations (Veuille faire mes amities) à tes parents et à tes frères et sœurs

Ton ami
Robert.

Gothembourg, le 16 avril 1910.

M. Ransson.

Digitized by Google

Engelskt översättningsprov för realgymnasiet.

En av de största engelska författarna i våra dagar -- enligt mångas mening den allra störste — är Rudyard Kipling, som för omkring två år sedan fick mottaga det litterära Nobelpriset i Stockholm. Hans livliga och märkvärdiga skildringar av både människor och djur läsas och beundras över hela världen. Kipling är född år 1865 i Indien men skickades tidigt i skola i England. Sjutton år gammal återvände han till Indien, där han under flera år fick arbeta strängt såsom tidningsskrivare i en underordnad ställning. Redan i skolan hade han försökt sig på att skriva vers. Nu ägnade han sina lediga stunder åt författareskap och vann en sådan framgång, att han vid tjugofem års ålder var en berömd man. I vilken stor tacksamhetsskuld stå vi icke till honom för den njutning, hans berättelser skänkt oss! Obestridligen skulle det vara en svår förlust för litteraturen, om Kipling skulle nedlägga pennan.

(i) A Gothenburg Verse Version.

Oh Kipling, Rudyard Kipling, whom publishers enrich,
Some think you great, some call you first — the outward proof of which
Two years ago, or thereabout, in Stockholm Town befell,
When you endorsed a modest cheque yclept the Prize Nobel.
Your wonderful descriptions of animals and men
From Iceland to Tasmania, from Yukon to Cayenne,
Are much admired; your books are sold where'er the bookstalls thrive.
Just fancy! You were born in Ind, in 1865!
Soon, soon you left that torrid zone, its temples and its gods,
To learn from English schoolmasters, who beat on you with rods;
To write sarcastic little rimes against the powers that be,
Or join M'Turk and Stalky in a giddy jamboree.
Then back at seventeen to grow acquainted at Lahore
With literary hack-work and journalistic gore.
Yet in your leisure moments you evolved, despite these ills,
Some Departmental Ditties and "Plain Stories from the Hills".
The stories were so hilly and the verse so rataplan,
At twenty-five — *mirabile!* — you were a famous man.
What do we owe you, Rudyard, beyond what we have done?
We've bought your poems and your tales: the volumes one by one
Upon our bookshelves take their place as soon as they appear,
Their coming the red-letter day that brightens up the year.
Oh, should you cease to write, just think how many hearts will cry,
"No more new volumes now for us; there are no more to buy!"
Is that relief? Or is it grief? Or is it just a joke?
Consult the chief (or some one else!) — Address, "Moderna Språk".

Gothenburg, 17 April 1910. *O. E. Furhen.*

Digitized by Google

(ii) Gothenburg Prose Rendering.

One of the greatest English authors of our day — in the opinion of many, the greatest of all — is Rudyard Kipling, who about two years ago received the Nobel Prize for Literature in Stockholm. His vivid and remarkable descriptions of men and animals (man and beast) are read and admired all over the world. Kipling was born in 1865, in India, but was sent to /a/ school in England at an early age. At seventeen he returned to India, where for several years he had to work hard as a journalist in a subordinate position. Already at school he had tried his hand at writing verse. Now he devoted his leisure hours to authorship, and won such success that at the age of twenty-five he was a celebrated man. What a deep debt of gratitude we owe him for the enjoyment his tales have given us! It would undoubtedly be a great loss to literature if Kipling were to cease to write.

Gothenburg, 16 April 1910. *G. E. Fuhrken.*

(iii) A Lund Rendering.

One of the greatest (chief, most important) English (British) authors (writers) of our day (time) [in our days (times)] [1] — in the opinion of (according to) many (according to the opinion of many) /people (persons)/ [in (according to) many people's (persons') opinions], [2] /quite/ the very greatest (the greatest of all, the most important) — is Rudyard Kipling, who /,/ about two years ago (since) /,/ got (received) the Nobel Prize in Literature [Nobel's literary (the literary Nobel-) Prize] [3] at (in) Stockholm [who got the Nobel Prize in Literature about (some) two years ago at Stockholm]. His vivid (spirited, graphic, vigorous, lively, animated) and remarkable (wonderful, notable, noteworthy) [4] descriptions (pictures) of both man and beast [of both men (people, human beings) {both of men etc.} and /of/ animals (beasts)] (of animals as well as men) [5] are read (perused) [6] and admired all the world (the whole world) over [all over (over all, throughout) the world (earth)]. Kipling was born in India in /the year/ 1865 (in 1865, in India,), [7] but was early sent (sent early to school) [8] in England. At the age of seventeen [When seventeen years old (of age)] [9], he returned (went back) [10] to India, where for (during) several (many) years he [11] had to work (he worked) hard (strenuously) as a writer for the press (a journalist, a pressman S) [where he had to work hard for several years as a journalist etc.] in a subordinate (an inferior) position [12]. Even (While still, Already) at school [Even (So early as) in his schooldays, While (When) still a schoolboy (boy at school)] [13] he had tried his hand [made (had) a try, had a shot S] at writing (scribbling) (tried to write) verse (verses, poetry). He now [14] devoted (applied) his leisure [spare, free, leisure) time (moments, hours)] to (employed

Digitized by Google

his leisure in) literary work (composition) [authorship, writing], and won (gained, attained) such great success[15] that, at the age of twenty-five (at twenty-five years of age), he[11] was a famous (renowned, celebrated)[16] man (that he was already a famous etc. man at the age of twenty-five etc.). How great is our debt of gratitude [What a great (How great a) debt of gratitude we owe (do we /not/ owe) him, How much we are indebted (How indebted we are) to him, How much indebted to him we are, How much (What a great deal) we owe (do we owe) him] for the enjoyment (pleasure, entertainment)[19] his stories (tales) have given us! Unquestionably (Indisputably, Indubitably) it would (It would unquestionably etc.) be (it were **A**)[18] a great (a severe, a heavy, an immense) loss (blow) to (for) literature[19] if Kipling were to (should)[20] [should Kipling, were Kipling to] lay down (aside) [if Kipling laid down (aside)] the (his) pen.

Lund, 15 April 1910. *C. S. Fearenside.*

Notes and Comments.

(1) It seems to me that 'of' is much more naturally linked with the singular words and 'in' with the plural words.

(2) Not 'in many's opinion' nor 'by (or 'at') several people's opinion', where not only is the preposition wrong but the limiting of the opinion to one or two persons ('several') makes the whole ridiculous. If 'according to' be used, it is superfluous to add the word 'opinion'; and the plural 'opinions' implies diversity in a case where the intention is to insist on unanimity; and 'in the opinion of many a one' is likewise too individualistic.

(3) Not 'Nobel's prize of literature', which could only mean a prize consisting of books; and the literary Nobel Prize suggests that the prize was itself literary rather than the a reward for literature.

(4) 'curious' and 'strange' would apply to qualities that tend to arouse amusement rather than wonder or admiration.

(5) The order 'of men (people) as well at animals (beasts)' naturally implies that one takes the description of animals for granted but wishes to lay stress on the description of 'men': i. e., in English 'as well as' equals 'in addition to', not 'but also'. The most normal and least cumbrous expression is 'both man and beast': it has in this case the further special appropriateness of the suggestion of a delicate complimentary allusion to the work of Mr Rudyard Kipling's father, entitled "Beast and Man in India".

(6) The rendering 'studied' here implies that 'läsas' is used in the colloquial scholastic sense, whereas the normal sense of 'read /for pleasure/' — is more appropriate here.

(7) 'in the East Indies' is far less good, as being needlessly indefinite — for the East Indies embrace a far wider region than 'India' as 'India' than 'Hindostan'.

(8) If 'to a school' be used, we at once think of a place of education, not of the education itself (= to have his schooling, to be educated). Unless *i England* be supposed to represent 'motion to', it should not be rendered 'to England': it makes quite good sense, however, to say "he was sent to England to be educated". 'was sent early to school' would be the natural order if one referred to the time of day, not to the time of

Digitized by Google

life; and there is no call for the special stresses involved in placing 'early' either at the very beginning or at the very end of the sentence.

(9) Not 'seventeen years old': note the alternatives given.

(10) Not 'turned back', which merely indicates change of direction, and is consequently appropriate in the third sentence of the English Translation Text on the Classical Side (see p. 41).

(11) 'he during many years' and 'he at the age of twenty-five' (two sentences later) both unduly stress the weak personal pronoun.

(12) Not 'in a low place' (which would probably mean a vulgar or immoral resort); 'situation' is less appropriate than position, as it suggests a definitive post rather than rank; 'subaltern' is best kept for military position. As a matter of fact, Kipling seems to have been second in command at Allahabad and Lahore: see his interesting paper on his life in India in *My First Book*.

(13) 'When still in school' means either 'within the school-building' or 'during school hours' (neither conspicuously appropriate here); 'When quite a schoolboy' is not a happy analogy with 'When still quite young' (especially when one remembers that young Kipling, as self-painted in *Stalky & Co*, was never 'quite' a really normal schoolboy). Not 'During his school attendance; as attendance has a quantitative rather than a temporal sense in English — 'school attendance' being the stock official term for the frequency or regularity with which children attend (or go to) school.

(14) 'Now he devoted' would not naturally bear the temporal sense here intended: in fact it is usually inadvisable to place 'now', when it means 'at the present (at that) time' at the opening of the sentence in *writing*. In the *spoken* language the stress 'now', as with 'then', makes it clear what meaning is intended.

(15) 'such a great success' would be used of an individual triumph rather than of a more or less continuous state of public approbation; but in somewhat colloquial language one might say that R. K. himself was a 'great success' (e. g. when he came to London in 1891).

(16) 'illustrious' is far too strong, and suggests official rather than personal distinction: 'famous' seems to hit the happy mean between the excessive 'renowned' and the slightly disparaging 'celebrated'.

(17) 'treat' is too trivial (it is suggestive of a little reward for good conduct given to a good child) and too suggestive of a single occasion.

(18) Not 'Surely', which usually expresses hope rather than certainty; and not 'Doubtless' or 'No doubt', which by no means convey the freedom from doubt which they seem to bear. "It should be a great loss" implies an unfulfilled condition, as who should say "it ought to be (but alas — or hooray! — is not) a great loss".

(19) Not 'the literature', for that could only mean some definite department of literature; but no such department, not even 'English literature' (which is presumably the department that would — *or* should — be intended here), has been mentioned or even implied in this passage.

(20) The expression 'would cease from writing' is objectionable on the double ground of meaning and association. 'would' here imports willingness not conditionality, and would therefore be more appropriate in a positive sentence: hence it here recalls the famous lines of J. K. Stephen descriptive of the millenium —

> "*When the Rudyards cease from Kipling*
> *And the Haggards Ride no more*".

Lund, 16 April 1910. *C. S. F.*

LUND 1910, A.-B. SKÅNSKA CENTRALTRYCKERIET.

Digitized by Google

MODERNA SPRÅK

SVENSK TIDSKRIFT FÖR UNDERVISNING I DE TRE HUVUDSPRÅKEN
TYSKA, ENGELSKA, FRANSKA

UTGIVEN AV

C. S. FEARENSIDE :: E. A. MEYER :: C. POLACK

UNDER MEDVERKAN AV E. RODHE

ÅRG. IV. iv. (35) * LUND * Maj 1910

EDWARDUS REX, 1901—1910.

August, majestic, and imperial ruler,
Whose death we mourn on this far northern shore,
Great counsellor of all the mighty kingdom,
Still'd is thy sapient voice for evermore.
Shadows are gathering round the island realm,
Rumours of strife are throbbing through the air,
And nervous tension shakes the hearts of those
Who felt a calm serene whilst thou wert there.
Trebly bemoaned: yet still before our eyes
Remain inspiriting, Edward the Wise!

Göteborgs Handelstidning,
9 May 1910.

G. E. FUHRKEN.

Digitized by Google

SOME BOOKS ON OXFORD*.

A bibliography of Oxford, to be at all satisfactory, should comprise far more than a mere list of works bearing directly on the City and the University. It should include works on those periods of English History in which Oxford has been prominently involved; on the great movements which have emanated from her, or have encircled her; on famous men who have been educated by her, or who have felt her influence in the world of literature, philosophy, religion, and politics. It would be, in itself, no mean volume.

All that can be attempted in a short article, is to give a brief survey, roughly classified, of a few books which will outline the task of the student, and which are easily accessible.

For the history of the City, the best beginning is made in J. R. Green's *Short History of the English People*, the illustrated edition of which (four volumes) contains some very interesting pictures of ancient City buildings and churches. There are also his *Oxford in the Eighteenth Century,* and *Oxford Studies.* The City has been the chief object of C. W. Boase's *Oxford* in the *Historic Towns Series*, where the struggle of the City with the University and the final supremacy of the latter are fully traced. The remains of the old City walls etc. are very carefully described in Mr Alden's *Guide to Oxford.*

The University has naturally received more attention. In the seventeenth century, a scholar and native of Oxford, Anthony Wood, wrote the *History and Antiquities of the University of Oxford,* which has been the groundwork of all subsequent research and of much critical study. His diary, which has been published by the Oxford Historical Society (Clarendon Press), gives a vivid picture of University life in his day.

There is a text-book in convenient form in the *Epochs of Church History Series*, entitled *History of the University of Oxford*, by the late Hon. G. C. Brodrick, Warden of Merton College: it covers all periods down to the present day, and is of course a

* Appendix. — To this article four notes: —

(1) *Thanks* to the writer for supplying it at very short notice.

(2) *A practical supplement,* pointing out that the more essential books are handy and cheap — e. g. Wells, "Little Guide to Oxford" (Methuen, 2/6 net), "Oxford and Oxford Life" (Methuen, 3/6).

(3) *Self-congratulations* that so many of an old Oxonian's recommendations (see S.M.R. i, p. 30; M. S. III. vi. p. 83) are confirmed by the above, "piping hot from" — Oxford.

(4) *Inquiries* whether the following are deliberate or accidental omissions from the lighter literature of Oxford? — the adaptation of 'Verdant Green' to the Rhodes scholar; Mrs Ball's two recent Oxford novels, "Barbara Goes to Oxford" and "Their Oxford Year"; and the light verse of such men as Mr A. D. Godley and Q., especially as collected in "Echoes from the Oxford Magazine". *C. S. F.*

Digitized by Google

mere outline. By far the most important work on Oxford in medieval times is Dr Hastings Rashdall's work, *The Universities of Europe in the Middle Ages* (Clarendon Press): the volume on the English Universities furnishes the last word on the controversy as to the origin of the University, treats of the University and the Town, the University and the Church, the foundation of the Colleges, the place of Oxford in medieval thought, and of Students' life in the Middle Ages.

Oxford in the Eighteenth Century is pictured by A. D. Godley (Methuen), who has drawn much upon the commonplace-book of Hearne, a writer of the reign of Queen Anne. Andrew Lang's *Oxford, Brief Historical and Descriptive Notes,* gives delightful sketches of Oxford life in different ages. J. Wells, *Oxford and Oxford Life* (Methuen), surveys Oxford past and present, its social and religious life, the aids to study, the modern movements for the education of women and for University Extension. Oxford is certainly growing more self-conscious; every year some new book on her is brought out. H. de Selincourt's *Oxford from Within,* with illustrations by a Japanese artist, has just appeared (Chatto & Windus, 7/6 net).

Of late years the individual Colleges have begun to receive due attention. A series entitled *The Colleges of Oxford,* edited by A. Clark (Methuen), gives in separate volumes a history of each College, compiled from College records and other materials from Oxford libraries by a Fellow or Tutor of the College. There is now available for the first time, therefore, a reliable history of the Colleges.

For the passing visitor to Oxford the ideal small history and guide is be found in *Oxford and its Colleges,* by J. Wells (Methuen). In delightful form, this little book gives a brief history of the Town, of the Cathedral and City Churches, and of the Colleges. It has chapters on the Bodleian Library, and on the University Museums and Collections, with appendices on Oxford Architecture, on excursions to be made from Oxford, and some guide-book information. The illustrations are charming, and as a preliminary to a visit to Oxford, and to the study of the Buildings, it is so far unsurpassed. Mr Wells' book on *The Oxford Degree Ceremony* is also of great value.

Every treatise on English Architecture contains references to Oxford. For short studies, F. Bond's *English Cathedrals* may be mentioned, and Parker's *A.B.C. of Gothic Architecture* and *Glossary of Gothic Architecture.* Fuller treatment is to be found in Bannister Fletcher, *History of Architecture,* and F. Bond, *English Gothic Architecture.*

Turning to the modern University, the new work of the Chancellor, Lord Curzon of Kedleston, entitled *University Reform,* furnishes the most close and concise account. Her organisation, her internal economy, her growing needs, her extra-mural work, her influence on national education, are all here summarized. It

Digitized by Google

is of the great interest to the outside observer, and is the text-book of the Reform movement which is agitating Oxford at the present day. A student who wishes to enter the University and needs to grasp the conditions of residence and preparation for degrees and other examinations, will find the information in accurate and intelligible form in the *Student's Handbook,* published by the Clarendon Press, which will save him from the wearying task of a struggle with the *Statutes*, the official regulations.

A very few books on the wider aspect of Oxford history may be shortly mentioned. For the Friars, *The Grey Friars* by Little, (Oxford Historical Society); for Wyclif, Poole's *Wyclif* (Longmans), or the article in the "Dictionary of National Biography" by Rashdall; for the later period of the Reformation, Seebohm's *Oxford Reformers* (Longmans). Oxford during the Civil War may be studied in Gardiner's *Great Civil War* and in the contemporary account in Clarendon's *Great Rebellion* (Clarendon Press). The great religious revival known as the "Oxford Movement" is best followed in the biographies of the leaders: — R. H. Hutton's *Newman,* W. Lock's *Keble,* the Life of *Pusey* — or in the shorter work by A. B. Donaldson, *Five Great Oxford Leaders, Keble, Newman, Pusey, Liddon, Church.* The biographies of famous historians, philosophers, and men of letters are, of course, too numerous to recount; but a few may be named, such as the life of *Froude* by H. Paul, of *Freeman,* of *T. H. Green,* and of *B. Jowett.* There are also A. C. Benson's *Walter Pater,* in the *English Men of Letters Series,* and Collingwood's *Ruskin. Shelley at Oxford,* by his friend Hogg, is charming, and gives a very vivid idea of the brief sojourn of the poet at the University. There is also the *Life of Shelley,* by Dowden.

Among works of fiction connected with Oxford, we have the Oxford chapters in *John Inglesant* by Shorthouse, Hughes' *Tom Brown at Oxford,* and the ever-popular and classic *Adventures of Verdant Green.* Types of the modern undergraduate have been admirably described in a recent novel entitled *Keddy* by H. N. Dickinson.

Throughout English Literature, lovers of Oxford have celebrated her in prose and verse. Many collections have recently been made. One entitled *An Oxford Garland* by Mrs Ball contains the beautiful poem by "Q" [A. T. Quiller-Couch] beginning

> "Know you her secret none can utter,
> Hers of the Book, the Tripled Crown?
> Still round her spires the pigeons flutter,
> Still by her gateway haunts the gown . . . ."

Mr Robert Bridges' *Invitation to the Pageant* is one of the latest and most charming tributes to Oxford. It is published in the official Pageant Book of Words.

Oxford. *Evelyn M. Gunter.*

Digitized by Google

THE EDINBURGH SUMMER MEETING.

The Sixth Annual Vacation Courses in Modern Languages at Edinburgh University, are held during the month of August (2—31) 1910. Members can attend during either of the two fortnightly periods and can take courses in English, French and German, each language being in the charge of native teachers, at fees ranging from 25s per fortnight for a single language. Besides the lecturers specially mentioned in the subjoined article, it may be noted that during the second fortnight Mr Daniel Jones lectures on English Phonetics, and Prof. D. L. Savory on French Phonetics. Particulars can be obtained from *The Secretary, Vacation Courses, The University, Edinburgh.* *C. S. F.*

The English Editor of *Moderna Språk* has asked me to say a few words about the Vacation Course in Modern Languages at Edinburgh University, the English section of which I attended last summer. I think that this course deserves to be more known among Swedes than it seems to bee, especially as it gives an opportunity of getting to know that most interesting land and people — Scotland and the Scots.

The Edinburgh Course is arranged chiefly for foreigners, and I believe that for those who visit England for the first time, this course is, in many respects, more suitable than the big University Extension meetings at Oxford and Cambridge. The books used in class are exceedingly simple, and the lecturers seemed to remember that their audience was non-English: they tried to speak clearly and distinctly; and they dealt with important things and great persons in English history and literature. For instance, Professor Kirkpatrick's eleven lectures on "Landmarks in English History" and Professor Jack's series of lectures on "Imagination in the Victorian Era", which dealt with Carlyle, Ruskin, Dickens, Meredith — names that imply something even to foreigners. Teachers like myself often complain that natives so seldom are willing to correct our pronunciation. But that was done most faithfully in the Practical Classes; and the work, though rather tedious at the time, had, I think, good results. I am sure many teachers would find the little leaflet "Exercises in Pronunciation" by Prof. Kirkpatrick very useful. Professor Kirkpatrick also gave, in the course of his lectures on English Grammar, many valuable hints, both grammatical and phonetic, as to what is "good standard English".

A nice and much longed-for recreation after the week's work was afforded by the excursions, which, throughout the Course, were arranged every Saturday to places of interest within easy reach of Edinburgh. The chief excursion was to Melrose, Abbotsford and Dryburgh. I am sure that no one who has seen the ruined arches of Melrose Abbey, the interesting relics of the former owner of Abbotsford, or his romantic grave in the ruins of Dryburgh, will ever forget the impressions of these places.

Digitized by Google

Edinburgh itself rivals Oxford in historical and architectural interest; and from there it is very easy to make excursions — many even within the limits of one day — to that land of dreams — also Swedish dreams — the Highlands.

Lund, April, 1910. *Märta Pallin.*

REALSKOLEEXAMEN, V. T. 1910.

Tyskt översättningsprov (Fred. 6 maj).

En döv man, som icke gärna ville tillstå sitt lyte, mötte en dag en av sina vänner. Denne, som gick på andra sidan av gatan, ville roa sig på den döves bekostnad. Först vinkade han åt honom. Sedan öppnade han munnen, så mycket han kunde, tre gånger för att inbilla honom, att han skrek av alla krafter. I själva verket gav han ej ett ljud ifrån sig. Detta hans beteende föranledde den döve att springa fram till honom. Alldeles andfådd och högst förargad, sade han till honom: »Varför skriker du så förskräckligt? Tror du kanske, att man inte hör dig»?

Übersetzung.

Ein Tauber (tauber Mann), der nicht gern sein Gebrechen eingestehn (zugeben) wollte, begegnete eines Tages [1]) einem (traf einen) seiner Freunde [2]). Dieser, der auf der anderen Seite der Strasse [3]) ging, wollte sich auf Kosten des Tauben belustigen (amüsieren, lustig machen, einen Spass machen) [sich über den Tauben lustig machen, sich mit dem Tauben einen Spass machen]. Zuerst (Erst) [4] winkte er ihm /zu/. Dann (Sodann, Danach, Darauf) machte (riss) er den Mund, so weit [5] er konnte, dreimal auf (öffnete er d. M. dreimal), um ihm einzubilden (um in ihm den Glauben zu erwecken [6]); damit er glauben sollte), er schreie aus allen Kräften (dass er a. a. K. schrie). In Wirklichkeit gab er keinen Laut von sich (liess er keinen Laut hören). Sein (Dieses sein) Benehmen veranlasste den Tauben, zu ihm hinzulaufen [7]. Ganz (Vollständig, Vollkommen, Völlig) ausser Atem (atemlos) und höchst (in höchstem Grade) ärgerlich (in höchstem Ärger) sagte er zu ihm: „Weshalb (Warum) schreist du so furchtbar (schrecklich, entsetzlich)? Glaubst (Meinst) du vielleicht (etwa), man hört dich nicht (dass man dich nicht hört" [8]).

Anmerkungen.

1) In der Umgangssprache auch möglich: „einen Tag", das schriftsprachlich aber entschieden vermieden werden würde.
2) Weniger gut: „einem von seinen Freunden".
3) Wohl auch: „jenseits der Strasse". —
4) Nicht: „erstens".
5) Nicht: „so viel"; auch nicht gut: „so sehr".
6) Auch möglich: „um ihn glauben zu machen".
7) Falsch und unmöglich: „hervorzulaufen".
8) Der Konjunktiv hier nicht üblich.

Stockholm, d. 7. Mai 1910. *E. A. Meyer.*

Digitized by Google

Übersetzung.

Ein tauber Mann (Tauber), der sein Gebrechen (Leiden)[1] nicht gern /ein/gestehen (bekennen, zugeben) wollte, begegnete eines Tag/e/s einem seiner Freunde[2] (traf . . . . . einen s. Fr.). Dieser, der auf der anderen Seite der Strasse ging, wollte sich auf Kosten des Tauben ein Vergnügen (einen Spass) machen (sich einen Scherz erlauben, sich belustigen)[3]. Zuerst winkte er ihm /zu/[4]. Dann (Darauf) öffnete er dreimal den Mund [machte (riss, sperrte) er den Mund auf], so weit[5] er konnte, um ihn glauben zu machen (ihm weiszumachen, vorzuspiegeln), dass er mit aller (voller) Kraft (aus Leibeskräften) schreie (schrie). In der Tat /aber/ gab er keinen (nicht einen) Laut von sich (liess er keinen Laut hören). Sein[6] Benehmen (Verhalten, Betragen) veranlasste (bewog) den Tauben, zu ihm hin/über/zulaufen[7]. Ganz (Gänzlich, Völlig) atemlos (ausser Atem) und sehr (höchst) ärgerlich (gekränkt) sagte er zu ihm: „Weshalb schreist du so schrecklich? Glaubst (Denkst, Meinst) du vielleicht, dass man dich nicht hört?"

Anmerkungen.

1) Auch: „körperlichen Fehler"; „Fehler" allein ist zu unbestimmt.
2) „einem von seinen Freunden" halte ich für schwerfällig.
3) „sich erlustigen" ist veraltet.
4) Ausgeschlossen: „zu ihm".
5) Auch: „sehr". Nicht: „viel".
6) „Dieses sein" klingt schwerfällig.
7) Nicht „heranzulaufen", was eine körperliche Berührung bedeuten würde.

Lund, den 6. Mai 1910. *Walter Karf.*

Tyskt reproduktionsprov (Fred. den 6 maj).

(Före uppläsandet lämnas lärjungarna den upplysningen, att ordet *holprig* betyder *ojämn, knagglig).*

Ein Bauer machte einmal zu Wagen eine längere Reise. Da der Weg sehr steinig und holprig war, ging das Pferd ziemlich langsam und vorsichtig. Der Bauer hieb aber mit seiner Peitsche auf das Tier los und zwang es zum Laufen. Im Vorbeifahren begegnete er einem alten Mann, der zu Fuss ging. „Sagen Sie mir", rief er diesem zu, „kann ich wohl vor Abend bis zum nächsten Wirtshaus kommen"? — „Jawohl", antwortete der Alte, „aber Sie müssen *langsam* fahren". — „Der Mann ist nicht recht klug", dachte der Bauer und trieb sein Pferd nur noch zu grösserer Eile an. Gegen Abend kam der alte Mann auf demselben Weg zurück und traf den Bauern beinahe an derselben Stelle, wo er mit ihm gesprochen hatte. Dieser war damit beschäftigt, ein Rad an seinem

Digitized by Google

Wagen auszubessern, das ihm bei dem schnellen Fahren zerbrochen war. „Sagte ich es Ihnen nicht", rief der Alte, „dass Sie langsam fahren müssten, wenn Sie heute noch das Wirtshaus erreichen wollten?"

Nacherzählung.

Eines Tages unternahm ein Bauer eine grössere Wagenfahrt. Die Landstrasse war ausgefahren[1] und lag voller Steine, deshalb[2] kam das Pferd nur mit Mühe vorwärts (kaum von der Stelle, vom Fleck). Durch Peitschenhiebe aber nötigte der Bauer seinen Gaul zu schärferer Gangart [d. B. schlug auf das Pferd los und brachte es zum Traben[3] (liess es scharf traben)]. Auf seiner Fahrt kam er an einem Fussgänger, einem betagten Manne, vorbei und rief ihn an[4]. „Können Sie mir vielleicht sagen", fragte er ihn, „ob ich vor Einbruch der Nacht (der Dunkelheit) das nächste Gasthaus (den nächsten Gasthof)[5] erreichen kann?" — „Sicherlich", erwiderte der Greis, „doch Sie dürfen nicht so schnell fahren". „Der Kerl ist nicht ganz gescheit", sagte der Bauer zu sich und jagte nur noch toller darauf los. Als der Greis gegen Sonnenuntergang denselben Weg zurückwanderte, fand er den Bauern fast ebendort, wo er ihm den Rat erteilt hatte. Jener musste sich damit abmühen, das eine Wagenrad wieder in Ordnung zu bringen (instand zu setzen)[6], das /ihm/ bei der rasenden Fahrt entzwei (in Stücke) gegangen war. „Habe ich /es/ Ihnen nicht gleich gesagt (vorhergesagt, vorausgesagt), dass Sie Ihre Schnelligkeit mässigen müssten, wenn Sie nicht unterwegs liegen bleiben wollten?"

Anmerkungen.

1). „Tiefe Räderspuren hatten sich in die Landstrasse eingegraben".
2). „setzte das Pferd vorsichtig einen Fuss vor den andern".
3). Nicht: „brachte es auf den Trab"; dies bedeutet einen Menschen fortjagen oder ihn zu fleissiger Tätigkeit veranlassen.
4). Nicht: „rief ihm zu"; *zurufen* hat hier kein Objekt.
5). Auch: „die Ausspannung".
6). „Reparieren" sagt Gott sei Dank kein deutscher Bauer.

Lund, d. 7. Mai 1910. ***Walter Karf.***

Engelskt reproduktionsprov (Månd. d. 9 maj 1910).

(Före uppläsningen lämnas lärjungarna följande upplysningar: *ownership* = äganderätt, *claimant*, här = part i ett rättegångsmål, *case*, här = mål vid en domstol, *bolt* = rusa, *would-be masters* = påstådda ägare).

Two men were quarrelling about the ownership of a dog, and in despair of settling the dispute themselves, they took the matter before a magistrate. The latter could not make out which claimant was the real owner; but at last he thought of an ingenious plan, whereby the dog himself might decide the case. He ordered the men to stand on opposite sides of the court, while someone

Digitized by Google

else held the dog in the middle of the room. He then told both claimants to whistle for the dog, which was released at the same moment. As soon as he found himself free, the dog bolted through the open door into the street, proving beyond a doubt that he belonged to neither of his would-be masters.

An Actual Script Corrected.

Two persons disputed of[1] the ownership of a dog. As they could not make up[2], they went to law but the judge was not able to find out he who[3] was the right[4] owner and therefor he followed an engineer's plan. After[5] the plaintiff and the defendant had placed themselves each on his sid of the court and a tird person held the dog in the middle of the room the two claimants had at the same time[6] to whistle to the dog and the tird person let it loos. When the dog felt that it was unconstrained[7] it rushed out of the room and then to the would be master's house[8].

Notes and Comments.

Both the interesting mishear "engineer's plan" for "ingenious plan" (which I have been told is too difficult an expression for this standard) and the whole tenour of the narrative reveal a failure to catch the general drift of the story. A few notes are added on mistakes in other scripts.

(1) *disputed of.* The Simple Past is somewhat too suggestive of a single occasion; and 'of' (= Latin *de*) would not normally be used for 'about' in such an unstressed position in modern English. "As they did not agree with each other" merely repeats the preceding statement: better, "could not agree (come to an agreement)."

(2) *make up* has various meanings (such as 'conciliate', 'compensate', 'form', 'invent', 'disguise'); but the particular one intended here requires an object such as 'their quarrel' or 'it', and even "make it up" would be more appropriate of a quarrel in the sense of estrangement than a quarrel which took the form of a heated debate or discussion. "But the judge could not either bring the case to an end": 'either' (which in this position could only mean *antingen*) must either be shifted to the end of the clause or replaced by 'neither' at its beginning—"But neither could...."

(3) *he who* should be 'who' simply: apparently a confusion between the adjectival and the substantival relative sentence.

(4) *right* should be 'rightful': the former means little more than 'the one intended', the latter implies the idea of legality.

(5) *After* begins a sentence which is extremely defective in composition, the sentence about the plaintiff and the defendant being not only co-ordinate with that about the third person but also of primary not merely subordinate importance.

(6) *at the same time* is misplaced: in this position it leads one to expect that the two claimants had to do two things at the same time, not that their act had to be simultaneous with something else. "should whistle" could be substituted for "had (was) to whistle" only in *oratio obliqua.*

(7) *unconstrained* refers to moral rather than material bondage.

(8) *would-be master's house* should be "the house of the would-be master", for in the arrangement adopted in the text 'would-be' seems to belong to 'house' rather than to 'master'.

Lund, 10 May 1910. *C. S. Fearenside.*

Digitized by Google

Engelskt översättningsprov (Månd. d. 9 maj 1910).

Älskade Mamma!

Jag har nu varit här en hel vecka, och jag är säker på att mamma undrar, varför jag inte skriver. Det har varit så mycket att göra här varenda dag, att jag aldrig har fått tid. Jag tycker mycket om mina kamrater; och jag tror, att de inte tycka illa om mig. Jag blev riktigt populär, då jag utdelade innehållet i den korg, som mamma skickade med mig. Inom fem minuter hade alla äpplena och päronen försvunnit. Jag reder mig ganska bra i skolan. Franska är mitt bästa ämne. Vår lärare är infödd fransman och kan inte ett ord engelska. Om jag inte hade fått lära tala franska hemma, skulle jag nog inte förstå mycket av vad han säger. Men nu måste jag sluta. Många hälsningar till Pappa och Ellen.

Mammas tillgivne
Walter.

A First Letter from a Schoolboy to his Mother.

NOTE. Another example of this kind of epistle is given in Calwagen-Lindqvist, *Översättningsövningar till Engelska*, no. 40. In this particular case the use of the material has been simplified by placing the preferred versions of our two English contributors side by side in parallel columns, and collecting together in two heaps *(a)* all the mistranslations noticed in about twenty actual scripts, and *(b)* all the legitimate variants that have occurred to the two translators.

C. S. F.

(i) A Gothenburg Rendering.

Dear Mother,

I have now been here a whole week, and I am certain you are wondering why I don't write. There has been so much to do here every day that I have never had time. I like my schoolfellows very much; and I believe they don't think badly of me. I became quite popular when I distributed the contents of the hamper you sent with me. Within five minutes all the apples and pears had disappeared. I am doing very well at school. French is my best subject. Our master is a native Frenchman, and doesn't know a word of English. If I hadn't been taught to speak French at home, I shouldn't understand much of what he says, I'm sure.

But now I must conclude. With best love to Father and Ellen,

Your loving son,
Walter.

Gothenburg, 9. 5. 10. *G. E. Fuhrken.*

(ii) A Lund Rendering.

Darling Mother,

I have now been here a whole week, and I am sure that you are wondering why I don't write. There has been so much to do here every day that I have never had time. I rather like my schoolfellows, and I don't think they dislike me so very much. I was quite popular when I distributed the contents of that hamper you sent with me. Within five minutes all the apples and pears had vanished. I am doing pretty well at school. French is my best subject. Our master is a native Frenchman and doesn't know a word of English. If I hadn't learnt French at home, I shouldn't understand much of what he says, I expect. But I must now conclude. Best love to Father and Ellen.

Your loving
Walter.

Lund, 9 May 1910. *C. S. Fearenside.*

Digitized by Google

(iii) Pooled Variants.

The more obvious variants — that is, those which are common to the lists of both the Gothenburg and the Lund translators — are distinguished by *italic* type.

Dearest (My dearest, My darling, *My dear*) *Mamma* (Mama, Mater, Momma **Am.**)

I've been here now /for/ a whole week, and I'm sure (*certain*) */that/ you are* (must be) *wondering* [you wonder, you will wonder (be wondering)] *why I do not write* (why I'm not writing, at my not writing). *There has been so much* (so many things, such a great deal, *such a lot* **F,** such a heap of things **F**) *to do* [so much (so many things) a-doing **A**] *here every day that I have never had* (found, got) /any (the)/ [had no, not had any] *time. I like my* school-mates *very much* (awfully **F**); *and I think* (fancy, *believe*) *that they don't dislike me* so very much [don't greatly dislike me, *think* /so/ *badly* (*ill*) *of me*] (have no particular objection to me) [like me pretty (fairly, tolerably) well]. *I* was (*became*, got) right-down (awfully **F,** mighty **A,** real **Am.**) *popular when I divided* (shared) *the contents of the* (*that*) basket */that* (*which*)/ *you sent with me* [gave me to take (bring)]. *In* (Inside of, In less than) *five minutes* [Before five minutes were (had) gone (had passed)] *all the apples and pears* were (had) gone [had bunked **F,** had taken (slung) their hook **F,** were no more] (the apples and pears had all gone etc.)

I am getting on (getting along) capitally (famously **F,** rippingly **F**) [very (pretty, fairly, tolerably, quite) well] *at* (*in*) *school* (at my work, at my lessons, in class, in my form, in my school-work). *My best subject is French. Our teacher is a* born Frenchman (a Frenchman born, a native of France) and knows not [can't (cannot) speak (talk)] *a* /single/ *word of English. If I had not* (Had I not) learned [been able to learn, got the opportunity (chance) of learning (to learn)] (*been taught*) *to speak French at home, I should not* understand (> I had not understood **A**) /so very/ *much of what he says,* I fancy (I *suppose*, I guess **Am.**, I reckon **Am.**, I calculate **Am.**) [I'm sure etc. I shouldn't understand . . . says]. *But now I must stop* (*finish*, *close*, end, *wind up* **F,** dry up **F,** shut up **F**) [I must conclude etc. now], *with best* (fondest) *love to Father* (father, *Papa*, papa, Pa, pa, /the/ Pater, /the/ pater, the Governor, the governor, /the/ Dad, /the/ dad) *and Ellen* (Nell, Nelly, Nellie).

I remain, /my/ dear/est/ Mother,

Your affectionate (Yours affectionately, Yours lovingly,)
[Yours affectionate Son],

Wal (Walt, Wat).

G. E. F. & C. S. F.

Digitized by Google

(iv) Actual Mistranslations.

Loved (Dear, My dear) Mama![1]

Now[2] I have been hier during[3] a hole week (the whole of a week, all the week)[4] [I am here since a week] and I am satisfied of, that Mama[5] is wondering (wonder) why (wherefore, for wich) I did not write [you are surprised why (at that) I do not (I not) write]. It has been so much (so great deal) [Here it has been so many things] to do (make) [so much ado][6] every-day (It was so much to do every day), so that I did not get (that I never got)[7] /any/ time /for writing/. I like much my fellows (my school-fellows, my friends. my com/e/rades, my chums)[8] and I think, that they don't like me badly [I do not think that they like me ill (bad)] (I suppose they don't think me bad)[9]. I turned quite (rightly, much)[10] popular (I became a rightly popular boy) as I gave[11] (dealt, parcelled) out the contents in the basket[12], that Mama sent me (to me, by me)[13]. Within 5 minutes (Before 5 minutes had gone) all the appels and the pears had been disappearing (passed out of sight, were at an end). At school[14] I am doing very well (well enough) [I go on rather well, I get on myself well][15] (All goes very well with me [It goes very well with me, I am all right] in [at] school). The French is my best subject. Our ticher is a naturalborn Frensh/man/, and he cannot speak a word English [cannot (can not) a word English] (can no word English, does not know an English word). If I had not got (If I did not had got) learn (If I hadn't got to learn)[16] to speak French at home, I could not understand so very muck of which (that) he says (speaks) [much of his speach, much of his speaking]. And now I must end writing. My kindest (kind) regards (Many greetings, Many salutations) to pappa and Ellen.

Mamma's (Mother's) affectionately (lovingly, sincerely),
[Yours sincerely, Yours truly],

Walter.

Notes and Comments.

Most of the mistakes in spelling and usage — all taken from actual scripts or viva-voce renderings — are self-evident, but some few call for a word of comment.

(1) 'Loved' is not a normal — though it is quite a possible — locution in such a position: 'Beloved' is more usual but is perhaps as much too dignified as 'Dear' is too cold. The stop after the Greeting is a comma, not a note of exclamation.

(2) 'Now', in a temporal sense, is best avoided as the opening word of a sentence.

(3) 'during' = throughout, i.e. from the beginning to the end: it is therefore more appropriate when some definite period is in question.

(4) Both these expressions would naturally mean not a period of any consecutive seven days but the interval, inclusive or exclusive, between Sunday and Sunday.

Digitized by Google

(5) 'Mama' (usually with three m's: contrast 'Papa'): this indirect mode of address to ordinary persons is confined to baby-language in English.

(6) 'so much ado' = 'so much fuss (bother, trouble)'.

(7) The Simple Past would refer to a past which was over and done with, not to a past which continues up to the moment of writing.

(8) 'Schoolfellows' are all who are at the same school as oneself; 'schoolmates' implies a greater degree of acquaintance; 'fellows' and 'comrades' would be used only of those who are actively associated together; and 'chums' imports intimate friendship.

(9) 'like me ill (bad)' = 'wish me to be unwell (wicked)'. In the sentence that follows, however, 'they don't think me bad' does not so strongly suggest moral depravity; but when 'bad' is used (as it frequently is colloquially in conjunction with a negative to express approval), it is usually qualified by 'at all' or 'half'.

(10) 'turned' imports a change in character; 'rightly' = 'with reason', 'justly'.

(11) 'as I gave' = either 'because I gave' or 'while I was giving'.

(12) 'the contents in the basket' (which would more naturally mean an open, lidless, vessel of wickerwork) would mean that the basket was used as a means of distribution.

(13) 'to me' implies that the writer was not the bearer but only the consignee of the hamper; 'by me' that he was only the bearer and not the consignee.

(14) 'At school' is too emphatic if placed at the beginning of the sentence: it leads one to expect a contrast. If placed at the end of the sentence, 'in school' (= in schoolwork) makes even better sense than 'at school' (which covers out-of-school activities). See the variants given in (iii).

(15) An interesting acrobatic feat, impelling one to reecho Cowper's prayer—

"And when he next doth [try that trick],
May I be there to see!"

(16) If I hadn't got to learn' = 'if I were not now obliged to learn'.

Lund, 10 May 1910. *C. S. Fearenside.*

BREVLÅDA.

1. **English Literature.** R. S. wants to know of an "elementary textbook of English literature suitable for Swedish Girls schools, and short, simple, interesting and, if possible, costing not more than 1 kr.". The only book known to me which approximately answers these pretty exacting requirements is Richard Wilson, *First Course in English Literature*, which contains 144 pages and costs only 1s. (London: Edward Arnold). This was one of a number of books on English Literature, elementary and advanced, which were briefly noticed by me in the last (double) number of *Skandinavisk Månadsrevy för Undervisning i de tre hufvudspråken* (which R. S. or anyone else can have on sending 40 öre to Moderna Språk, Lund). I should be delighted to receive the opinions of R. S. or any other teacher on the practical value and "teachableness" of any of these books.

2. **Keys and Text-Books.** S. A. K. and M. R. should write direct to the respective publishers of the keys and text-books in question.

3. **Binding-Cases, Bound Volumes etc.** Those who have ordered binding-cases may rest assured that they will receive them as soon as possible after they are delivered by the makers; and those who require such cases are requested to order them soon. In answer to several enquirers, complete sets of past years can only be had bound and direct from the Office. (S.M.R. 5 kr.; M.S. vol. I, 10 kr.; M.S. vol. II, III, 6 kr. each. Postage extra).

Digitized by Google

TILL REDAKTIONEN INSÄNDA SKRIFTER.

1. **Des Granges, Ch.—M.** *Histoire de la Littérature Française* à l'usage des aspirants au Baccalauréat. 180×115 mm. pp. xvi+920. Relié, 4 fr. (Paris, 1910: A. Hatier).

"De plus en plus, on tend à replacer les œuvres dans le milieu social, politique et artistique où elles sont nées. On les *explique* par les circonstances historiques, on les commente par la biographie et par le mouvement général des idées et des faits. D'autre part, professeurs et élèves deviennent beaucoup plus exigeants. On ne saurait leur imposer aujourd'hui des jugements littéraires non fondés sur une analyse exacte des œuvres. L'ouvrage de M. des Granges répond à cette double exigence". [Extrait de Catalogue].

2. **Hultenberg, Hugo.** *Premier Livre de Lecture Française.* 170×110 mm. pp. iv+115. kr. 1.75. (Stockholm, 1909: P. A. Norstedt).

3. **Nyrop, Kr.** *Fransk Verslære i Omrids.* 185×120 mm. pp. xii+100. Pris? (København, 1910: Gyldendalske Boghandel Nordisk Forlag).

»Mit hovedformål har været at give en praktisk og let fattelig håndbog. Jeg har derfor anset det for rigtigt på adskillige punkter at begrænse min fremstilling og har i alt væsentligt indskrænket mig til de moderne forhold; hvad det ligger for den klassiske tid, er kun berørt i enkelte tilfælde, hvor det skønnedes, at en historisk antydning kunde hjælpe til en hurtigere förståelse af et eller andet moderne fænomen». [Ur Forordet].

4. **Grove, Grenville.** *Modern Engelsk Lärobok*, med uttalsbeteckning, för Skolor och Självstudium, utkommande i 7 häften à 65 öre. 210×145 mm. Häft. 1. pp. 48. (Stockholm, 1910: Kalligrafias Förlag).

The work is divided into three intimately co-related parts: (1) *English Text*, based on the spoken language and accompanied by phonetic transcription and translation, literal and idiomatic; (2) *Notes* on the text, dealing especially with common words and phrases that give difficulty to Swedes; (3) *Practical English Grammar*. The author writes appreciatively of the novelty, originality, completeness, and pedagogical soundness of his method; and there is independent evidence that it has been warmly appreciated by pupils.

5. **Koch, Carl O.** *A Life of William Shakespeare and Selections from his Plays* (Engelska Författare, Ser. III, N:r 14). 195×125 mm. pp. 154. Häftad, kr. 1.40. (Stockholm, 1908: P. A. Norstedt).

"In other countries, such as Germany and Norway, Shakespeare was introduced into the class-room years ago; in Sweden he has remained practically unknown: boys and girls finish their school course with a fair knowledge of English, and a profound ignorance of the life and writings of the greatest of English authors". [From the Preface].

6. **Lindqvist, Axel Axelsson & Fearenside, C. S.** *Nyckel till Nionde Upplagan av E. G. Calwagens Översättningsövningar till Engelska.* 205×140 mm. pp. 192. Häftad, 6 kr. (Stockholm, 1910: Hugo Geber).

"This key, intended only for teachers, is to be obtained only direct from the Publisher. In respect of completeness and arrangement, this book in its present form, especially in Part III. §§ 1—70, may claim greater advantages than are generally to be found in works of this kind. This book contains 192 pages, being 88 more than in its immediate predecessor, and 80 more than in the text-book itself. It is hoped that the many alternative renderings and the large number of variants will be of use not only in the correction of the translation exercises, but also in the use of the many stories and anecdotes which are suitable for free reproductions". [Translation of the Publisher's Circular].

7. **Magnus, Laurie.** *English Literature in the Nineteenth Century.* 210×140 mm. pp. x+418. 7/6 net. (London, 1909: Andrew Melrose).

The matter is divided into three parts — 1784-1832, the Transition through 1832, and the Victorian Age — and in each period separate treatment is accorded to each type of literature. Living writers, through often incidentally mentioned, are specifically handled only in the cases of Mr Rudyard Kipling and Mrs Humphry Ward.

Digitized by Google

FOURTH SUMMER COURSE AT ANGLICIA.

The Fourth Annual Summer Course in English at Anglicia will take place during *June* and *July* 1910 (and, if required, *August* also) on somewhat the same lines as those followed during the past three summers and described by Prof. EKWALL in the April 1909 number of *Moderna Språk* [III, iv. pp. 63, 64]. It is designed to give Swedish teachers and students of English opportunities of increasing their familiarity with the language by living continuously for some weeks in an English environment without incurring the indefinitely large expenses entailed by a visit to England. The house is pleasantly situated in a region of hill, lake, and forest; and the fare is for the most part Swedish in character. It is proposed to work in the mornings and to leave the rest of the day open either for work or for play, as shall be decided by the weather or by the mood of the moment. Some afternoons, however, will be devoted to the part-reading of plays, classical and modern, and the reading of stories and extracts illustrative of the morning lectures.

The instruction will be given by the undersigned, who will be assisted during June by his collaborator, Mr A. J. EVANS, M. A. CAMB., B. A. LOND. (who will give some simple talks on main points in British history), and during July and August by other native speakers of English. In addition to the teachers, at least four other English persons — the two Misses Young and their parents — will be present throughout the summer. The organizer expects to arrive at Snöån before the end of May; and work will commence as soon afterwards as may be necessary. Members may join the course at any time; but as a new section of work is begun every week as far as possible, they are requested to arrive at the end of the week, so as to begin work on the following Monday.

(i) *Program.* The working program will provide for three hours work a day, assigned respectively to composition, reading, and lecture.

(1) *Composition* will be varied from day to day: it will consist partly of translation — prepared and unprepared, oral and written — into English, partly of free composition or reproduction exercises of various kinds. The organiser will make himself personally responsible for this section of the course, and will endeavour to make the exercises of direct practical value to teachers interested in the new requirements at the Leaving Certificate Examinations. Members are requested to bring with them a written translation of the fourth chapter of STEFFEN, *Ur Englands Samhällslif och Kultur* (Bonnier, 1 kr.).

(2) *Reading*: this will consist in the class reading of passages from HERDIN-FEARENSIDE, *Intermediate English Reader* etc.

(3) *Lectures* will deal mainly with recent English orators (June) and novelists (July). In July lectures and reading will concentrate on the educational aspects of H. G. WELLS, *Love and Mr Lewisham* (Nelson's Library, 7*d*).

(ii) *Books,* etc. Most of the books required can be obtained on the premises; but Members are requested to bring with them *Love and Mr Lewisham*, exercise books and the following books:

(1) HERDIN-FEARENSIDE, *Intermediate English Reader* (Norstedt, 3 kr.). Notes and Vocabulary (both very complete), kr. 2.50.

(2) ERNST, *Översättningsövningar till Engelska* (Norstedt, kr. 1.15).

(iii) *Fees (all payable on arrival).* The Tuition-fee is *12* kr. per week or 40 kr. per month. The inclusive charge for *Board and Lodging* is 25 kr. a week, 90 kr. a month: a reduction will be made to those who share one of the larger rooms or occupy one of the smaller rooms.

N. B. — *Ludvika,* the post-town (10 km.), is now also the nearest *Railway and Telegraph Station*; and conveyances can be obtained there at any time (at 2 kr. for one person and 3 kr. for two persons). As there are only three post-days a week at Snöån (Monday, Wednesday, and Saturday), it is particularly requested that timely notice of arrival be given.

C. S. Fearenside.

Digitized by Google

Université de Lausanne.

Cours de vacances.

(21 juillet—31 août).

Langue et littérature françaises. — Phonétique et diction. — Histoire. — Traductions. — Leçons et conférences sur des sujets variés. — Exercices pratiques. — Promenades et excursions.

Demander le programme détaillé et s'adresser pour tous renseignements à **M. le professeur VALLETTE, Clos Villard, Lausanne.**

VILLE DE ROUEN (FRANCE)

Vacances 1910: du 4 Juillet au 27 Août.

Cours de Français pour les Étrangers

Leçons et Conférences par des professeurs de l'Université et des principales écoles de la Ville.

Certificats et Diplomes decernés au nom de l'Alliance française.

Direction et renseignements:

Prof. CHEVALDIN, 23 rue Bouquet, Rouen (France).

Université de Caen.

Cours de Français pour les Etrangers, à Caen et à Riva-Bella.

Cours de Vacances, du 2 juillet au 31 octobre;
Cours Permament, du 1er novembre au 30 juin.

Conférences. Exercices pratiques, Phonétique, Excursions. Pour les exercices pratiques, les Etudiants sont classés dans des "cercles" de 5 à 12 personnes. — Chaque cercle a 10 heures d'exercices pratiques par semaine.

Pour recevoir le programme détaillé, écrire au Secrétariat des Cours de Français, à l'Université, Caen; ou à **M. le Prof. LEBONNOIS, 16, rue Guilbert, Caen.**

LUND 1910, A.-B. SKÅNSKA CENTRALTRYCKERIET.

Digitized by Google

MODERNA SPRÅK

SVENSK TIDSKRIFT FÖR UNDERVISNING I DE TRE HUVUDSPRÅKEN
TYSKA, ENGELSKA, FRANSKA

UTGIVEN AV

C. S. FEARENSIDE :: E. A. MEYER :: C. POLACK

UNDER MEDVERKAN AV E. RODHE

ÅRG. IV. v. (36) * LUND * Juni 1910

ETT PLANERAT FÖRSÖK MED INFÖDD ASSISTENT FÖR SPRÅKUNDERVISNINGEN.

Såsom dagspressen meddelat, har läroverksöverstyrelsen tillstyrkt anslags beviljande för anställande vid högre allmänna läroverket i Falun under åtta veckor av höstterminen 1910 av en infödd tysk assistent för undervisningen i tyska enligt av överstyrelsen fastställd plan.

Ärendets förhistoria framgår av följande utdrag ur protokollet vid gemensam konferens med lärarne i samtliga främmande levande språk vid Falu högre allm. läroverk den 8 dec. 1909.

§ 1.

Huvudläraren i tyska, lektor Korlén, föredrog följande inlaga:

»Härmed tillåter jag mig föreslå, att konferensen beslutar till läroverkets rektor hemställa, det rektor måtte ingå till Kungl. Maj:t med underdånig anhållan om ett anslag å 400 kr. för anställande försöksvis under en del av nästkommande läsår av en infödd tysk assistent för undervisningen i tyska språket vid läroverket.

Frågan om användande av infödda assistenter för vinnande av ökning i effektiviteten av läroverkens undervisning i främmande levande språk är icke ny. I Tyskland såväl som Frankrike ha dylika assistenter kommit till ganska vidsträckt användning. De skäl, som tala för institutionens införande även i vårt land, ha jämte allmänna tankar om de närmare anordningarna därvid framlagts av mig i en uppsats (tryckt i »Moderna språk» III : 4), vilken som bilaga medföljer.

Saken debatterades vidare under årets läraremöte i Falun av sektionen för levande språk, till vilken lektor E. Herdin insänt ett

Digitized by Google

inledningsanförande, som jämte diskussionsreferat i avskrift bifogas*). Vid diskussionen över ämnet inom nämnda sektion framhölls från flera håll det otvivelaktiga gagn, som vore att vänta av utländningars biträde vid språkundervisningen. Å andra sidan gjordes gällande, att det torde komma att möta svårigheter att till mindre och avlägsnare orter draga för detta ändamål lämpliga personer. Denna synpunkt föranledde också, att förslag framkom, att assistenter anställdes såsom ambulerande, på det att ej en del läroverk måtte bli vanlottade. Det uttalande, som sektionen gjorde, inrymde också anbefallande av försök med såväl fasta som ambulerande assistenter.

Av den vid sagda tillfälle förda diskussionen framgick, att den, som särskilt förde de ambulerande assistenternas talan, tänkte sig, att deras besök vid varje läroverk finge bliva rätt korta och deras verksamhet egentligen taga form av föredrag. Vad beträffar enstaka föredrag av utländningar eller kortare serier av sådana, kan en viss erfarenhet sägas föreligga. Dels har tack vare av Kungl. Maj:t för ändamålet anvisade medel vid Göteborgs reallläroverk kunnat hållas dylika föredragsserier på engelska, dels ha säkerligen vid åtskilliga läroverk ungdomen uppmanats att begagna sig av tillfällen, som någon enstaka gång kunnat erbjuda sig, att åhöra utländningars föredrag. Sådana föredrag försiggå emellertid under yttre förhållanden, som ej göra det lätt för nybörjaren att följa vad som säges, därvid göra sina iakttagelser och sålunda draga full nytta därav. Då en skola begagnar sig av ett sällsynt tillfälle att låta eleverna få höra en utländning, sammanför man väl i regel ett flertal klasser, för att så många som möjligt må kunna komma i åtnjutande av förmånen. Så lärer även hava tillgått vid de nämnda föredragsserierna vid Göteborgs reallläroverk. Emellertid för ju detta tillvägagående med sig, att en jämförelsevis stor lokal måste väljas. Vad detta betyder av ökad svårighet att uppfatta det som talas, det kan kanske endast den, som själv haft att bekämpa denna svårighet vid åhörande av utländningars föredrag, fullt sentera. Säkert är, att det för nybegynnaren betyder ofantligt mycket att ha den talande på nära håll.

Vidare måste man räkna med, hurusom eleverna vid enstaka föredrag eller kortare serier av föredrag ej i varje fall hinna riktigt vänja sig vid den talandes individuella egendomligheter i röst och utförande, som ofta förorsaka svårigheter för uppfattandet av en obekant talare, helst på främmande språk.

Därtill kommer, att det utan tvivel vore önskvärt, att programmet för utländningars medverkan vid undervisningen *ej* inskränktes till *föredrag* utan upptoge *omväxlande undervisningsformer,* såsom också skett i främmande land.

---

*) Se Berättelse över nittonde allmänna svenska läraremötet i Falun 1909, sid. 208 ff.

Digitized by Google

Mig synes därför allt skäl vara, att försök anställas med assistenter jämväl under sådana förhållanden, att erfarenhet vinnes beträffande verkningarna av dylik undervisning, fortsatt under ej alltför kort tid och med omväxlande program.

Därest sedermera fråga skulle bli om att införa denna undervisning som ett normalt ingående led i läroverkens språkundervisning, läte det ju tänka sig, att en ambulerande assistent kunde tjänstgöra exempelvis ett par månader vid varje läroverk.

Men jag har, sedan frågan diskuterades vid sommarens läraremöte, fått *ett alldeles nytt uppslag,* som torde för det viktigaste språket, tyskan, öppna en synnerligen beaktansvärd utväg för lösningen av de svårigheter, som dessa assistenters rekrytering måhända komme att erbjuda. Det läte sig göra att begränsa assistentens tjänstgöring till *de två första månaderna av höstterminen.* Under hela denna tid råda *ferier vid de tyska universiteten,* och vi kunna då påräkna, att ett antal *tyska studenter* skulle finna det fördelaktigt att på detta sätt få möjliggjort en ferieresa till ett främmande land.

Angelägen om att få detta uppslag prövat, har jag träffat preliminärt avtal med en av mig personligen känd tysk student, filolog till sitt fack och med en tids universitetsstudier bakom sig, vilken förklarat sig villig att på vissa villkor under början av nästkommande läsår åtaga sig nu ifrågavarande tjänstgöring vid Falu h. allm. läroverk (jfr Bilagorna III och IV). Jag hemställer, att konferensen uttalar sig för, att vederbörande måtte vidtaga åtgärder, som möjliggöra, att det sålunda erbjudna tillfället till försöks anställande blir begagnat.

Vad angår *planläggningen* och omfattningen av detta undervisningsförsök, har jag tänkt mig detsamma i huvudsak anordnat på följande sätt:

Undervisningsförsöket torde böra uppdelas på *tre samtidigt fortlöpande serier:* en på *översta stadiet,* en på *mellanstadiet* och en på *nederstadiet,* och på vartdera av dessa stadier försiggå i båda avdelningarna av samma klass (detta dels med hänsyn till lärjungarnas krav på lika förmåner, dels för att möjliggöra omedelbar jämförelse mellan olika anordning av denna undervisning). De klasser, som jag föreslår skulle ifrågakomma, äro de, som nästa läsår utgöra ring IV, klass 6 och klass 3. Skälet till detta förslag är, vad ring IV och klass 3 beträffar, att ifrågavarande elever då under de två sista åren åtnjutit en undervisning, som varit särskilt anlagd på att bibringa dem förmåga att uppfatta det främmande språket med örat och att i någon mån uttrycka sig på detsamma; vad klass 6 beträffar, är ju för dess alumner en i möjligaste mån praktisk utbildning önskvärd, och de ha ju också då nått den största grad av mogenhet, man kan räkna med före realskoleexamen. Gentemot den möjliga invändningen, att undervisningsförsök endast med varsamhet böra anställas i översta ringen, kan framhållas, dels att det här, såsom av det följande framgår, endast

Digitized by Google

är fråga om sådana tillämpningsövningar, som torde hava sitt omedelbara gagn även med hänsyn till den förestående studentexamen, dels ock, att den tilltänkta planen för dessa försök nästan uteslutande upptager sådana undervisningsmoment, som i alla fall enligt gällande undervisningsplan böra eller kunna förekomma å gymnasiet.

Det är att märka, att om i framtiden en assistentundervisning varje år komme att på detta sätt givas på tre stadier, varje generation av läroverkets lärjungar i allmänhet två gånger under sin skoltid komma att en tid stå under en sådan undervisnings inflytande.

Antalet timmar, som assistenten i varje avdelning skulle övertaga, torde för vinnande av ett effektivt resultat under denna korta tid böra för varje ifrågakommande avdelning sättas till *två* av ämnets timmar *per vecka.* Det bleve ändock under hela tiden i bästa fall högst 16 timmar för varje avdelning; i de klasser, som deltaga i militärövningarna, komme detta antal att lida väsentlig inskränkning. — De timmar av assistentens undervisning, som under militärövningarna bortfölle, skulle kunna kompenseras därigenom, att assistenten erbjöde frivilliga konversationsövningar under friare former — ett förfarande, som i Tyskland kommit till användning.

Det sammanlagda timantalet bleve då för assistenten 12 per vecka, en tjänstgöring, som för Tyskland uppgivits såsom vanligt maximum i dylika fall. Högre lärer väl också timantalet icke kunna sättas i betraktande av dels de yttre villkoren för assistentens anställning, dels den jämförelsevis aktiva form, hans undervisning måste antaga.

Meningen vore sålunda, att assistenten skulle under den ifrågavarande tidsperioden övertaga i ring IV alla, i klass 6 och klass 3 en del av skemats undervisningstimmar i ämnet — dock så, att ämnesläraren alltid vore närvarande bl. a. för att kontrollera, huru lärjungarne tillgodogöra sig assistentens undervisning. Givetvis finge ämnesläraren i allmänna drag planlägga assistentens undervisning och söka tillse, att den anpassas efter lärjungarnes förutsättningar.

De vägar, på vilka assistenten bör kunna göra sin insats i språkundervisningen, äro enligt min tanke följande:

A. På högsta stadiet.

Under första tiden bör *assistentens mönsteruppläsning* av text, som är lärjungarne väl bekant (t. ex., som under föregående år genomgåtts en gång), och som lärjungarna ha under ögonen, träda i förgrunden. Utan tvivel skall nyhetens behag verka eggande på lärjungarnas intresse, så att de därvid mera än eljest iakttaga det för tyskt uttal karakteristiska. På samma gång vänjes deras öra vid att uppfatta språket ur främlingens mun.

Till omväxling med denna uppläsning böra förekomma *läsövningar av lärjungarna,* framför allt på det redan upplästa, varvid assistenten korrigerar felaktigheter.

Digitized by Google

Därnäst bör assistenten rätt snart övergå till att under textläsningen inströ enkla *frågor rörande innehållet* och meddela upplysningar, vartill texten kan giva anledning. (Genom lärjungarnes svar eller återgivande av det sagda bör kontrolleras, att de i huvudsak uppfattat detta).

Efter hand må härvid konversationens utvikningar bliva större, särskilt då för lärjungarne intressanta och lärorika olikheter mellan tyska och svenska förhållanden kunna föras på tal. Att assistenten därvid kan vara intresserad av att ur lärjungarnes mun få sitt vetande om Sverige riktat, bör bidraga till att bära uppe konversationen och giva den en naturlig prägel. — Att dylika förhållanden vid litteraturläsningen utredas, står i tydlig samklang med gällande undervisningsplaner.

Då under dessa eller andra samtalsövningar för lärjungarna *obekanta ord och uttryck* konstateras, böra *lärjungarne få anteckna* dessa (jfr undervisningsplanens för gymnasiet anvisning, att vid den extemporerade läsningen »särskild uppmärksamhet bör ägnas åt därvid förekommande viktigare ord och uttryck», liksom att »läraren kan i sammanhang härmed handleda lärjungarna i att efter lämpliga principer själva bygga upp sitt ord- och frasförråd»).

Därest tiden medgiver, bör även mönsteruppläsning av *skaldestycken* kunna förekomma.

Sedan lärjungarna under dylika förberedelseövningar övervunnit de förnämsta svårigheterna att förstå utländningen, bör undervisningen övergå till att lägga huvudvikten vid väl disponerade *föredrag* av assistenten över ämnen, som äro eleverna relativt obekanta. Huvudinnehållet av dessa föredrag bör sedan *av lärjungarna återgivas,* än muntligt (till att börja med vid förhör, som assistenten anställer; slutligen också i sammanhängande små föredrag av lärjungarna), *än skriftligt.* I fråga om det muntliga återgivandet bör genom försök prövas, huruvida det är lämpligare, att en disposition gives lärjungarna till ledning, eller om de kunna ha gagn av korta anteckningar på tyska, som de på egen hand göra under föredragets gång. — Jag fäster uppmärksamheten på, att det i den fastställda undervisningsplanen heter, att på gymnasiet »böra förekomma föredrag på tyska av såväl lärare som lärjungar över ämnen, som stå i sammanhang med den lästa litteraturen eller eljest äro av den art, att de icke ställa för stora anspråk på lärjungarnes förmåga att uttrycka sig på det främmande språket». Ingenting torde vara lämpligare, än att denna del av undervisningen huvudsakligen koncentreras till den tid, då den utländske assistenten därvid kan medverka. — Bland ämnen, som kunna komma i fråga för assistentens föredrag, torde sådana förtjäna företrädet, som kunna medverka till fyllande av den uppgift, undervisningsplanen ställer främst bland de för gymnasiets undervisning i tyska säregna, nämligen att »införa lärjungarna i den tyska litteraturen». Att detta i lämplig mån må kunna ske genom litteraturhistoriska föredrag, det medgiver samma undervisningsplan uttryckligen.

Digitized by Google

Då åhörandet av en utländnings föredrag ställer ökade krav på lärjungarnes uppmärksamhet, kan det nog inträffa, att det ökade intresset ej i alla fall förmår hindra bekvämare elever att taga den saken lätt. Det bör därför vara en överenskommen sak, att den grad av skicklighet, som lärjungarne ådagalägga i fråga om att uppfatta assistentens anföranden, tages med i betraktande för terminsbetyget. Vidare torde läraren böra i kontrollsyfte genomse lärjungarnes anteckningar, där de äro ådagalagda att föra sådana vid assistentens anföranden.

Slutligen böra de lagstadgade skrivningar i tyska, som infalla under den ifrågavarande perioden, sättas i samband med assistentens undervisning. Som lärjungarne under föregående år blivit väl vana vid utförande av reproduktionsuppgifter, är steget ej för stort till en skrivning, som utgör referat av ett föredrag av assistenten. Då fråga är om skolskrivning, förlägges naturligtvis föredraget till själva skrivdagen. Lämpligt är nog att föredraget i sina huvuddrag rekapituleras av assistenten själv.

B. På de lägre stadier,

som ifrågasatts för detta undervisningsförsök, nämligen *dels klass 6, dels klass 3,* är en anpassning både i fråga om innehåll och form efter lärjungarnes mindre mognadsgrad självfallen. Vidare måste de undervisningsmoment, som lämpa sig för att även här komma till användning, var för sig upptaga störrre utrymme och framskridandet från lättare till svårare uppgifter alltså ske i långsammare tempo.

Undervisningen torde å båda dessa sistnämnda stadier *förnämligast* böra hållas i *samtalsform.* Assistenten kan *vid lärjungarnes vanliga textläsning utfråga styckets innehåll* efter i huvudsak samma tillvägagångssätt, som läraren eventuelt skulle använt. Svar på en fråga eller omedelbart återgivande torde här alltid krävas som garanti för, att lärjungarne uppfattat vad som sagts. — Då assistenten här icke skulle övertaga alla ämnets veckotimmar, kan den anordning träffas — vilken på detta stadium torde vara den allra lämpligaste —, att ett stycke text (ur lärjungarnes vanliga läsebok) alltid av läraren prepareras och gives lärjungarne i läxa, innan det av assistenten företages till ovannämnda behandling.

Såsom en något svårare och därför senare inträdande övning äro *relativt fria samtal* över andra ämnen än dem, vartill den lästa texten närmast givit anledning, att anse. Sådana samtal torde dock ha sin givna betydelse som omväxlande moment i undervisningen. För det lägsta stadiet bör man taga vara på det intresse, som lärjungarne visa för att på det främmande språket få uttrycka just sitt eget livs — alldagliga eller högtidliga — förhållanden. Planläggning av dessa samtal är dock oeftergivlig, på det att assistenten må kunna anknyta till vad ämnesläraren i detta hänseende bibringat lärjungarne, och på det att deras ordförråd

Digitized by Google

må ökas med lämpligt urval. Härvid böra lärjungarne få tillfälle att anteckna viktigare nyheter liksom vid ämneslärarens undervisning.

Till omväxling med dessa för lärjungarna jämförelsevis ansträngande övningar bör assistenten leda de vanliga *läsövningarna* och därvid även låta höra *mönsteruppläsning*.

I avslutningsklassen (klass 6) kunna de friare samtalsövningarna utbyggas till efter lärjungarnas ståndpunkt avpassade *lektioner i realia* (jfr undervisningsplanen för realskolan). Reproduktionen å lärjungarnes sida (jfr ovan) kan då omfatta något större portioner av vad som förhandlats.

Såsom dels övning, dels uppvisning av lärjungarnes förmåga att med örat uppfatta det främmande språket torde slutligen *skrivning efter assistentens diktamen* vara på sin plats. Dock minst på lägsta stadiet (klass 3) och där i regel med material, som är lärjungarna något (ehuru ej alltför väl) bekant. I klass 6 kan samtidigt en mera reell behållning avvinnas dessa övningar, om till material företrädesvis väljas fullgoda brevformulär, även för affärsskrivelser. Det faller av sig själv, att lärjungarne återfå skrivningarna omsorgsfullt rättade.

Vid de fastställda skrivningarna i klass 6 tages assistenten i anspråk för uppläsning av de texter, som föreläggas till reproduktion.

Det är givet, att det i vissa fall är skäl, att undervisningen redan under instundande vårtermin kan få inriktas med tanke på det tillämnade undervisningsförsöket vid nästa läsårs början.

Vad angår det ersättningsbelopp — 400 kr. —, som äskas, ligger till grund för detsamma ett beräknat lektionspris av 4 kr. per timma».

I den diskussion, som föranleddes av detta anförande, uttalades, att det givna uppslaget vore beaktansvärt, liksom ock, att den uppgjorda planen för ett eventuelt undervisningsförsök vore tillfredsställande.

Också beslöt konferensen i överensstämmelse med det framlagda förslaget att till läroverkets rektor hemställa, det rektor måtte hos vederbörande myndighet göra framställning därom, att ett anslag av 400 kr. ställes till rektors förfogande för anställande försöksvis under 8 veckor vid instundande läsårs början av en infödd tysk assistent för undervisningen i tyska språket vid läroverket.

Så långt nämnda protokoll. Detsamma åtföljde överstyrelsens skrivelse i ärendet till Kungl. Maj:t. Rörande den däri ingående planen för undervisningen har överstyrelsen dock ännu icke uttalat sig. Först sedan medel av Kungl. Maj:t för det ifrågasatta ändamålet beviljats, kommer plan för denna undervisning att av överstyrelsen fastställas.

Falun, maj 1910. *Artur Korlén.*

Digitized by Google

UNE SATIRE LITTÉRAIRE ET UN NOUVEL ART POÉTIQUE: CHANTECLER.

Parmi les œuvres d'art, il en est quelques unes privilégiées entre toutes qui s'imposent éternellement à l'admiration des hommes: telles sont les tragédies de Racine, telle est la neuvième symphonie de Beethoven. Il en est d'autres aussi qui, nées des circonstances, conservent cependant dans les siècles suivants une valeur littéraire parce qu'elles soulèvent des problèmes qui intéresseront toujours: nous pouvons lire encore les pamphlets de P. L. Courier et y prendre de l'intérêt. Il en est d'autres enfin qui, nées des circonstances, représentent des intérêts si mesquins qu'elles disparaissent avec les circonstances qui les ont fait naître . . . Chantecler est une œuvre née des circonstances.

Mais avant de juger, essayons de comprendre.

* * *

1e Acte. La Basse-Cour; sa vie multiple et complexe, et cependant réglée parce qu'un chef autoritaire organise le travail, distribue la besogne quotidienne et s'occupe de la faire exécuter: c'est Chantecler, le Coq, qui doit veiller au bon ordre et à l'harmonie. Travaille-t-il lui même? Non pas, c'est un poète, il chante. Amoureux de la clarté qu'il fait naître chaque matin de sa voix retentissante, il jouit en artiste des effets variés de lumière aux différentes heures du jour; mais il reste cependant assez conscient de son devoir pour n'oublier jamais les fonctions que sa nature supérieure de chantre divin lui a données. S'il est la Poésie, il n'est pas moins le Devoir et l'Ordre, principes qui ne sont pas contradictoires car l'ordre logique est la clarté intellectuelle comme le devoir est la clarté morale. Mais ce grand coq n'est guère insensible aux charmes des poules, de toutes les poules. Aussi quel est son émoi lorsque dans la basse-cour apparaît la faisane poursuivie par le chien de chasse! Elle demande asile . . . et dès le premier moment Chantecler lui accorde sa protection et . . . son amour. Patou, le bon chien, esprit prosaïque et précis, voit le danger que court Chantecler. Lui, le coq de basse-cour, aimer une poule, affranchie de toute règle, qui mène dans les forêts une vie vagabonde! Chantecler — tout à son nouvel amour — ne voit pas ces dangers. Il ne voit pas non plus les influences ténébreuses qui, dans la basse-cour, minent peu à peu son autorité. Ainsi les hommes de génie, les yeux fixés sur la lumière, n'aperçoivent pas les embûches que les envieux tendent à leurs pieds.

2e Acte. Les animaux de nuit, tous ceux qui sont envieux du rêve lumineux du poète, complotent sa mort. Ceux qui l'envient parce qu'ils sont incapables de le comprendre (les hiboux) et ceux qui le détestent parce qu'ils ont naturellement l'âme basse (la fouine), ceux aussi qui ont l'esprit persifleur (le merle) assistent

Digitized by Google

à ce complot. On assassinera Chantecler au "jour de la Pintade" décide l'assemblée . . . Chantecler tout à coup apparaît et les sinistres oiseaux de leur aile frôleuse disparaissent dans la nuit brune. Le coq a mal dormi, il songe à la faisane. Il la rencontre dans la cour; elle vient d'entendre le sinistre arrêt, et elle commence dans son âme à aimer le noble chanteur. Pendant qu'ils s'entretiennent, galamment déjà, Chantecler songe qu'il doit remplir sa mission, faire lever le soleil. A-t-il un secret pour chanter? Tout le monde le dit et la faisane veut le savoir. Elle use avec toute sa coquetterie féminine de l'ascendant que lui donne sa beauté sur l'âme naturellement amoureuse de Chantecler, et il révèle son secret: C'est le coq qui par son chant fait lever le soleil (Le Poète dans la société, comme le coq dans la basse-cour, fait lever l'aurore des idées nouvelles). Mais pour que ce chant ait une valeur si grande, il faut que le coq (ou le poète) réunisse trois conditions: il doit être d'abord par nature d'une forme telle qu'il puisse chanter (on est seulement poète lorsqu'on a du génie); il lui faut ensuite, en grattant le sol, se mettre en communication avec la bonne terre (le poète ne peut avoir de mission sociale s'il n'est le représentant d'une tradition et le descendant d'une longue lignée d'ancêtres); il faut enfin que son chant soit le cri de toute la nature qui redemande la lumière pour continuer à vivre (il faut que le poète ait conscience des liens mystérieux qui l'unissent à tous ses contemporains; il faut que sa poésie soit le chant d'amour et d'idéal de toute une génération qui aspire à la clarté et à la beauté). Et Chantecler chante, mieux que jamais, parce que la présence de la faisane l'enivre. (Jamais le poète n'est mieux inspiré qu'aux jours où sa poésie est un hymne d'amour).

3^e Acte. Au "jour de la Pintade", au fond du potager, défilent des animaux bizarres, le Paon, pédant et prétentieux, des coqs exotiques, tous les animaux que la mode éphémère rend pour un jour les arbitres de l'élégance. Le coq gaulois, le seul coq français, Chantecler, arrive. Il vient flageller de son mépris tous ces animaux étrangers, produits du luxe et de la mode . . . . Tout à coup le coq de combat se découvre et provoque Chantecler: c'est le complot qui s'exécute. La lutte s'engage sous les yeux de tous les animaux qui prennent parti contre Chantecler, parce qu'il est le plus faible, parce qu'ils se vengent ainsi de son autorité jusque là incontestée. Un coup de théâtre cependant se produit; le coq de combat par sa maladresse se met lui même hors de lutte et l'assemblée le chasse, congratule Chantecler. Mais il connaît maintenant la valeur de ces éloges, et, dégoûté des bassesses du monde, de ses mensonges et de ses hypocrisies, il accepte de suivre la faisane dans les forêts où l'on mène la vie libre de l'instinct, où l'on échappe à la monotonie des devoirs journaliers.

4^e Acte. Dans la forêt, un mois après. La faisane, comme une femme amoureuse, est tyrannique. Elle veut que Chantecler abandonne son rêve, sacrifie son idéal poétique à son amour. Mais

Digitized by Google

il ne le peut et il chante tous les jours son hymne à la lumière, portant indéracinable en son âme le regret de sa basse-cour et de ses devoirs, lorsqu'un jour la faisane traîtresse, Dalila rustique, en le berçant contre son cœur et sous son aile, l'empêche de songer à l'aurore, et le soleil se lève radieux sans que le coq ait chanté. Chantecler a perdu la foi dans la valeur divine de sa mission sociale et, dégoûté de la vie libre, dégoûté de l'amour qui ne peut se concilier avec le rêve, il revient à sa basse-cour. Il chantera toujours, comme s'il croyait encore à la puissance de son chant . . . Ce dénouement est en contradiction avec le reste du poème et ne se comprend guère; je n'y insisterai pas.

Cette analyse montre — si du moins je l'ai faite assez claire — que ce drame n'est en somme qu'un manifeste littéraire. C'est une poétique nouvelle, selon la formule de Mr Edmond Rostand, que Chantecler nous apporte. Mais à côté de cet art poétique il y a aussi une satire. Quels sont ces coqs au plumage exotique contre lesquels le coq gaulois montre tant d'animosité? Quels sont ces poètes? Pourquoi cette satire?

Un peu d'histoire littéraire est ici nécessaire.

En 1880 triomphait le naturalisme, dont E. Zola était le pontife. Négligeant parmi les états d'âme les sentiments et les pensées, il ne voulait voir dans l'homme qu'un animal guidé par ses instincts. Il considérait la vie humaine comme une âpre mêlée, sanglante et douloureuse, où triomphent toujours les instincts les plus violents. Comme champ d'observation il avait toute la réalité dans sa nudité la plus crue, comme moyen d'analyse une langue exacte et précise qui ne cherchait rien au delà de la sensation. Mais dès cette époque commençaient à se réunir quelques jeunes poètes (Jean Moréas, Charles Morice, Laurent Tailhade, Maurice Barrès) que le naturalisme et ses descriptions violentes offusquaient. Epris de rêve et de mystère, ils ne pouvaient se contenter non plus de la froideur marmoréenne des vers parnassiens, de l'impassibilité de Leconte de Lisle. C'était l'époque où Wagner commençait à être connu en France, du moins des délicats et des raffinés qui ne se laissaient pas détourner de cette poétique et de cette musique nouvelles par les manifestations hostiles de la foule. Sous l'influence de cette musique qui les charmait, ces jeunes poètes se laissèrent aller à étudier les légendes allemandes que Wagner leur révélait et ils y trouvèrent tout ce qu'ils cherchaient, des personnages incarnant des idées, des idées abstraites poétisées par des symboles, le sens du mystère et de l'imprécis: le principe même du symbolisme était trouvé. Il est donc essentiellement l'union intime de l'idée et du fait dont le symbole est la synthèse [1]). Plus

---

([1]) *Un poussin* à une poule
Maman, pourquoi le Chat déteste-t-il le Chien?
Le Merle Mais parce qu'il lui prend son fauteuil au théâtre!
Le Poussin Ils ont un théâtre?
Le Merle Oui de féerie!
Le Poussin Hein?

Digitized by Google

de naturalisme avec sa réalité crue, mais la réalité plus vraie des idées et des symboles! Plus de Parnasse, avec ses descriptions belles et froides, mais du mystère, de l'obscur, du divin! Plus d'histoire, mais des Légendes! Tel est le premier cri de guerre du symbolisme naissant.

La poétique de Boileau et des classiques ne suffisait plus pour exprimer ces idées et ces sensations nouvelles. La réforme métrique accomplie par le romantisme n'avait pas fait encore du vers français un instrument assez souple pour exprimer des sentiments vagues et traduire les formes impalpables du rêve. Mais à ce moment même une formule d'art, importée de l'Angleterre, créait un art nouveau opposé à la peinture réaliste. C'est l'époque où sous l'influence lointaine de Shelley et plus directe des Préraphaélites Rossetti, Holman Hunt, Burne Jones [1]), Watts, Morris, Walter Crane, par leur goût pour l'allégorie et la légende séduisaient les imaginations des peintres français et inspiraient les aquarelles de Gustave Moreau, les eaux-fortes fantastiques de Félicien Rops, où, sous le masque humain, même le plus beau, apparaît la hideur du squelette, symbole de la mort qui veille en nous et nous attend, les lithographies hallucinées d'Odilon Redon. L'Angleterre, par ces peintres que Ruskin [2]) contribuait à faire connaître, nous enseignait l'Art Libre, les symbolistes créèrent le Vers Libre. Contrairement à l'ancienne métrique qui a pour principe l'unité du vers, les partisans du Vers Libre admettent que la cellule organique, l'élément premier de toute poésie est la strophe, variable suivant les idées ou les sentiments qu'il faut exprimer, et dont les mesures onduleuses et souples peuvent seules traduire la souplesse et le vague des idées, le mystère des sentiments.

Les deux postulats du symbolisme ont donc été l'utilisation de l'allégorie, et la réforme métrique; la préoccupation du symbolisme dans sa conception est essentiellement d'origine allemande [3]), la préoccupation d'une prosodie libre est absolument anglaise.

Le Merle C'est l'âtre
où tous deux veulent voir la Bûche-au-Bois-Dormant
rougir de s'éveiller près du Prince Sarment!

Le Dindon — Comme il sait indiquer que les haines de races
Ne sont jamais au fond, que des haines de places!
Chantecler Acte I sc. 1.

Le Dindon est un théoricien et un pédant du symbolisme.

[1]) La *Pintade* au Paon (un autre pédant du symbolisme)
Maître Adoré! venez vers les tournesols jaunes!
Paon! Tournesols! Je crois que c'est très Burne Jones!

[2]) Dans le drame, le paon, qui présente les coqs exotiques, se désigne lui même sous le nom de *Ruskin plus raffiné.*

[3]) *Chantecler* Elle aime une pendule!
La Poule Grise (avec enthousiasme) Il sort toujours à la même heure, comme Kant!
(Act I sc. 4).

Digitized by Google

Le symbolisme n'était encore qu'un petit cénacle, ignoré du public. Un roman de J. K. Huysmans (A Rebours)[1]) le fit connaître accidentellement. Jean des Esseintes, fatigué de la platitude bourgeoise et du peu de vérité des formes littéraires, cherche dans les poètes contemporains un écho à ses désenchantements, à ses dégoûts de la vie. Il lit par hasard l'Hérodiade de Stéphane Mallarmé, l'un des chefs et des théoriciens du symbolisme. "Comme il aimait les œuvres de ce poète qui, dans un siècle de suffrage universel et dans un temps de lucre, vivait à l'écart des lettres, abrité de la sottise environnante par son dédain, se complaisant, loin du monde, aux surprises de l'intellect, aux visions de sa cervelle, *raffinant sur des pensées déjà spécieuses,* les *greffant de finesses byzantines*, les *perpétuant en des déductions légèrement indiquées que reliait à peine un imperceptible fil.*" (A Rebours p. 260).

Mais les raisons pour lesquelles Huysmans se plaisait à la lecture des œuvres symbolistes furent précisément celles qui en écartèrent toujours le public. Ce raffinement de la pensée, cette obscurité de l'expression, cette littérature en un mot de "mandarins blasés", comme l'a définie si justement Jules Lemaître, ne purent jamais séduire les foules. Elles n'excitèrent que le rire et les moqueries. Quelques critiques intelligents essayèrent cependant, dans les revues et dans les journaux, de faire comprendre ces théories nouvelles: Paul Bourget aux Débats, Paul Arène au Gil Blas, Paul d'Armon dans la France Libre reconnurent que ces jeunes gens avaient le sens du mystère et que les "décadents" étaient des musiciens exquis dont la conception philosophique se rattachait à Hartmann et au boudhisme[2]). Ils ne purent vaincre le préjugé.

Les symbolistes n'en continuèrent pas moins. Ils fondèrent la "Wallonie" en Belgique (1886). Dans cette revue, autour du belge Albert Mockel, on vit tous les adeptes du symbolisme: Henri de Régnier, Emile Verhæren (belge), Stéphane Mallarmé, Stuart Merrill (né aux Etats Unis), René Ghil (belge), Max Elskamp (belge), Maurice Mæterlinck (belge), André Fontainas (belge), Francis Vielé Griffin (né à Montevideo), Jean Moréas (grec). Est-ce un hasard qui groupa autour du symbolisme tant de français nés à l'étranger, tant d'étrangers, et notamment tant de Belges?[3]). Ou cette poésie

[1]) *L'huissier-Pie* (annonçant) Coqs d'Anvers
A rebours!
Toutes les Poules Oh! pourris! A rebours! (Act III, sc. 3)
Si je ne craignais de choquer mes lecteurs je pourrais, au moyen de nombreuses citations de "A Rebours", donner le commentaire du mot "pourris".

[2]) *L'Huissier-Pie:* Le Coq . . . de Burmah!
La Pintade De Burmah!
Le Paon C'est un Indien!
La Pintade Il a dans ses yeux l'âme hindoue!
Elle court vers le nouveau venu, et d'une voix idolâtre
Cher Maître! L'âme hindoue! . . . Oh!

[3]) *L'Huissier-Pie.* Le Coq de Gueldre
La Pintade (se précipitant vers le nouveau venu)
Ah! Quel bonheur! encore un Belge!

Digitized by Google

un peu brumeuse correspondait-elle mieux à leur tempérament et à leur génie? Quoi qu'il en soit, le defilé des coqs exotiques de Chantecler est une attaque manifeste contre la personne et la nationalité des symbolistes.

Si nous essayons de pénétrer un peu plus avant dans les arcanes du symbolisme, nous comprendrons plus clairement encore les allusions que contient "Chantecler". C'est au *Manifeste* symboliste de Moréas (Figaro, 18 septembre 1886) que nous pouvons nous adresser.

Que veut d'abord la poésie symboliste? "Ennemie de l'enseignement, la déclamation, la fausse sensibilité, la description objective, la poésie symboliste cherche à vêtir l'idée d'une forme sensible qui néanmoins ne serait pas son but à elle même, mais, tout en servant à exprimer l'idée, demeurerait sujet, [c'est-à-dire qu'il ne faut pas chercher la beauté formelle pour elle même; la forme ne peut être belle si elle n'est révélatrice d'une idée]. L'idée à son tour ne doit point se laisser voir privée des analogies exterieures, car le caractère essentiel de l'art symbolique consiste à ne jamais aller jusqu'à la conception de l'idée en soi. Quant aux phénomènes ils ne sont que les apparences sensibles destinées à représenter leurs affinités ésotériques avec les idées primordiales [Le symbole qui tient à la fois du fait et de l'idée est l'intermédiaire nécessaire entre ces deux ordres de choses: pas d'idées sans images, mais pas d'images sans idées].

Tel est le fonds même du symbolisme. Les drames de Mæterlinck sont construits d'après cette formule.

Quel doit être le style, quelle doit être la langue capable de réaliser le rapport entre les idées et les apparences sensibles? "Pour la traduction exacte de ses synthèses, il faut au symbolisme un style archétype et complexe: d'impollués [1]) vocables, la période qui s'arc-boute alternant avec la période aux défaillances ondulées [2]), les pléonasmes [3]) significatifs, les mystérieuses ellipses, l'anacoluthe en suspens [4]), tout trope hardi et multiforme [5]): enfin la bonne

[1]) Une *poule* (à la Pintade) Ma chère, ce qu'il l'a, celui-là, l'épithète!
La Pintade. C'est le Prince de l'Adjectif inopiné! (A. III sc. 2).

[2]) Cf. Verlaine: Art poétique:
Rien de plus cher que la chanson grise
Où l'Indécis au Précis se joint.

[3]) *Le Merle* La Belle Beauté! . . . J'y vais du pléonasme (Ac. II sc. 4).
Le Merle lui aussi a subi l'influence des théories nouvelles.

[4]) Le *Dindon* — — — — — — — — C'est trop facile
finir!
Il chantonne l'air que siffle le merle
„Qu'il fait donc bon cueillir . . . cueillir . . ." Canard,
Sache qu'il faut savoir ne pas finir, en art!
„Cueillir . . ." Bravo! (Act I. sc. 1).

[5]) Moréas oublie l'allitération dont il a fait un assez constant usage dans ses premières œuvres, à l'imitation d'ailleurs de Verlaine, dont on connait l'ariette celèbre
Il pleure dans mon cœur
Comme il pleut sur la ville
— — — — — — — —
(Walch: Anthologie des poètes francais. I p. 373. Delagrave Paris).

Digitized by Google

langue instaurée et modernisée, la bonne et luxuriante et fringante langue française . . . de tant d'écrivains libres et dardant le terme exact du langage tels des toxotes[1]) de Thrace leurs flèches sinueuses.

Les théories littéraires, comme les hommes, naissent, vivent un temps, et meurent. En 1891 mourut le symbolisme. Il fêtait en un banquet de victoire l'apparition d'un livre: le Pélerin passionné de Moréas. En réalité dans ce livre, Moréas, l'un des chefs les plus actifs du parti, rompait avec le symbolisme, sans le savoir bien nettement lui même encore: il fondait bientôt après l'école romane. Dans la préface de son livre, il repousse les imitations étrangères, il insiste sur la nécessité de poursuivre dans les idées et les sentiments, comme dans la prosodie et le style, la communion du Moyen-Age français et de la Renaissance, et le principe de l'âme moderne. Arrière donc Ruskin, Wagner et Tolstoï et retrempons-nous aux sources françaises du Moyen-Age . . . Ce fut le commencement de la débâcle. Les principaux chefs se détachèrent successivement du symbolisme. Henri de Régnier se rapprocha des Parnassiens d'abord, des "Naturistes" ensuite et de Francis James, enfin des "Humanistes", dont le chef est Fernand Gregh. Verhæren n'a conservé du symbolisme que le Vers Libre, Mallarmé est mort emportant seul son rêve intact — et Moréas vient de mourir . . .

Le symbolisme, du moins comme école littéraire, n'est plus aujourd'hui qu'un souvenir — souvenir de luttes qui ne furent ni sans grandeur, ni sans utilité pour les lettres françaises, mais un souvenir qui s'efface déjà dans le passé. Qui donc s'acharne maintenant sur ce cadavre? Est-ce le Coq Gaulois, si noble et si hardi?

* * *

Puisqu'il est avéré que Rostand a visé les symbolistes dans Chantecler, quels reproches leur fait-il, et pourquoi les attaque-t-il?

Il leur reproche d'abord d'être étrangers, d'être Belges ou Grecs ou de tous les pays du monde et de n'avoir pas par suite ces merveilleuses affinités avec les générations passées. Etrangers par leurs origines, ils doivent rester étrangers aux tendances actuelles des populations françaises: ils ne peuvent pas les comprendre. Le mouvement symboliste est un mouvement anti-français.

Les symbolistes sont Belges en majorité, on ne peut le nier. C'est assurément le reproche le plus justifié qu'on puisse leur faire. Ils ont apporté du nord le goût des pensées alambiquées et des phrases tourmentées, et ils ont fait courir par là, à une certaine époque, un grave danger à la langue française plus encore qu'aux formes littéraires. Mais ils revinrent très vite des exagérations premières, lorsqu'ils furent sortis de cette période de fièvre où

[1]) *Le Paon*
. . . dirai-je gardien?
La *Pintade* Oui!
Le *Paon* Non! le thesmothète!
(Act. III sc. 2).

Digitized by Google

par défi ils exagéraient leurs propres théories pour se venger des mépris du public. Qu'on lise les Stances [1]) de Moréas: tout y est classique, jusqu'à la métrique:

Nuages qu'un beau jour à présent environne,
Au dessus de ces champs de jeune blé couverts,
Vous qui m'apparaissez sur l'azur monotone
Semblables aux voiliers sur le calme des mers;

Vous qui devez bientôt, ayant la sombre face
De l'orage prochain, passer sous le ciel bas,
Mon cœur vous accompagne, ô coureurs de l'espace,
Mon cœur qui vous ressemble et qu'on ne connaît pas.

Ne dirait-on pas une tendre et molle élégie de Lamartine?

Ces symbolistes belges, dit encore Mr Rostand, ont donné une preuve de leur exotisme. Où sont ils allés chercher leurs théories du symbole? Chez Kant, chez les métaphysiciens allemands. Où sont ils allés chercher leur poétique? Chez les Anglais, chez Ruskin et les Préraphaélites! Quelles imitations ont-ils proposées aux lettres françaises? La littérature russe! [2]). Tolstoï et Dostoïevsky sont leurs pontifes et leurs dieux.

Mr Rostand se fait ici l'écho des critiques adressées vers 1895 aux littératures du nord dont l'influence sur la littérature française fut très marquée à cette époque. Les littératures russe et scandinave trouvèrent, il faut le dire, de nombreux défenseurs. Il ne m'appartient pas de prendre parti dans ce débat, mais il est possible maintenant, après quinze ans écoulés, de constater les résultats de ces imitations étrangères.

Et d'abord les Russes et les Scandinaves ont achevé de repousser le naturalisme. Ils avaient de commun avec lui le souci de la vérité et de l'exactitude, le goût de la description précise; mais ils l'ont élargi en réintroduisant dans la littérature française l'étude de l'homme moral et surtout la pitié pour les humbles et pour leurs souffrances. Ils nous ont appris à chercher dans l'homme une âme en peine qu'il faut plaindre. Sans ce grand souffle de pitié qui a fait fondre la férocité pessimiste du naturalisme, peut-être Mr Rostand aurait-il lui aussi enlevé tout sentiment noble à l'humanité au lieu de doter chaque animal d'une âme et d'un cœur. Sans les littératures du nord, Chantecler n'eût peut-être pas été écrit.

L'influence d'Ibsen fut peut-être tout aussi heureuse que celle de Tolstoï. Il a rendu caduques les habiles machines théâtrales de Scribe et de Sardou, en infusant au genre dramatique le goût des idées et des grands problèmes qui passionnent l'humanité...

---

[1]) Jean Moréas—Les Stances (La Plume 1901 — Mercure de France 1906).

[2]) L'*Huissier-pie* Coq barbu de Varna
Le *Paon* (à la Pintade) Très slave!
La *Pintade* Oh! l'âme slave!
Cher Maître!... Oh!...

Digitized by Google

Mais il n'y a pas chez la Pintade de coq scandinave. Mr Rostand ignore-t-il Ibsen, ou se croit-il son disciple?

Tels sont les reproches littéraires que Mr Rostand fait aux symbolistes. Mais il ne se contente pas d'attaquer les idées, de discuter les principes, il s'attaque aux personnes d'une manière âpre, violente. Et nous touchons ici au vif de la question, parce que nous allons trouver la raison de l'animosité du poète contre ses adversaires: il y a entre eux une querelle de personnes, et c'est cela qui donne le ton au III acte de Chantecler. Il reproche en effet à ses ennemis d'être les courtisans de la mode, de se pousser dans le monde en flattant la passion momentanée du public riche pour tout ce qui est exotique et bizarre; il leur reproche d'avoir l'âme vénale — d'avoir mis leur plume au service de leur ambition et de leurs appétits — de se tourner sans cesse vers les mangeoires dorées.

Il est possible — non pas d'excuser — mais d'expliquer cette animosité.

En 1891 parut, nous l'avons dit, le Pélerin passionné de Jean Moréas. Comme tous les symbolistes avides de légendes, il était allé chercher chez Uhland ou Henri Heine, chez Swinburne on Mary Robinson, soit encore chez l'italien Giosue Carducci l'histoire merveilleuse du troubadour provençal Jaufré Rudel . . . C'était un jeune seigneur, prince ou vicomte de Blaye; il composait des vers dans la langue des troubadours et partit à la croisade en 1147. A ces données historiques la biographie provençale ajoutait une histoire merveilleuse. Etant devenu amoureux de la princesse de Tripoli sur la seule réputation de sa beauté, il s'embarqua pour la Syrie afin de la voir, tomba malade en mer, et n'arriva à Tripoli que pour rendre le dernier soupir entre les bras de la comtesse qui se fit nonne le même jour. Telle est l'histoire merveilleuse du Pélerin passionné de Moréas (1891); telle est aussi l'histoire merveilleuse de la Princesse Lointaine d'Ed. Rostand (1895).

Mais Rostand en fit en drame. Au lieu de conserver à cette histoire invraisemblable son caractère de légende et de symbole, il la donnait pour un fait vrai en la mettant à la scène et il soulignait ainsi l'invraisemblance de l'aventure. Encore eût-il pu tenter de l'expliquer par une analyse exacte des conditions historiques, par une étude attentive de l'état d'esprit des troubadours. C'est par ce moyen que les critiques qui ont cru à l'authenticité de ce fait ont essayé d'en rendre compte: "En pesant la possibilité psychologique du cas, dit Stimming [1]), nous ne devons pas prendre pour base les façons de penser et de sentir de notre temps prosaïque, il faut en juger d'après l'esprit et le goût de l'époque à laquelle il appartient."

---

[1]) *Stimming*, Der Troubadour Jaufré Rudel; sein Leben und seine Werke, Kiel 1873 — Mr Gaston Paris (Revue historique 1893 tome LIII) a montré l'impossibilité historique de cette aventure.

Digitized by Google

Moréas l'avait bien compris. Pour bien se pénétrer de cette légende, il essaya de se faire une âme de troubadour du XII siècle. Mr Rostand se contentait de compliquer l'histoire d'une manière romanesque, et son drame n'était ni légendaire, ni historique. C'était une vieille défroque romantique, Hernani ou Ruy Blas, moins la poésie.

Lorsque parut la "Princesse Lointaine", les symbolistes prirent feu, s'indignèrent d'abord, crièrent au plagiat, puis à la réflexion, ils s'amusèrent prodigieusement de la pièce. Rostand dès ce jour fut leur bouc émissaire. Chantecler n'est que la réponse à ces critiques, réponse tardive qui s'efforce d'être virulente, mais qui manque son effet parce qu'elle vient trop tard. Le propre d'un pamphlet est d'être immédiat, spontané. Mr Rostand a médité sa vengeance pendant quinze ans. Et pendant qu'il méditait, composait, fignolait, parachevait Chantecler qui devait écraser ses ennemis, ceux-ci sans attendre la riposte, faisaient au poète la mauvaise plaisanterie de mourir.

* * *

Chantecler n'est pas seulement un pamphlet; c'est aussi un Art Poétique. A la théorie symboliste, Rostand oppose la sienne; au génie brumeux du nord, il oppose son propre génie qui s'inspire de la tradition française et qui représente toutes les aspirations littéraires des générations présentes, amoureuses de la clarté. Il est la synthèse harmonieuse du passé et du présent. Il est l'Esprit Français, le Génie Français!

Que Mr Rostand ait du génie, il faut bien le croire puisqu' il en est persuadé lui même et qu'il eut le don de faire partager sa conviction à tous les critiques, même les plus avisés et les plus défiants: il faut donc le lui accorder. Il est Français sans aucun doute puisqu'il est né à Marseille. Mais qu'il soit tout le génie français . . . Non, Mr Rostand est trop de Marseille.

Et d'abord il ne peut s'arroger le mérite d'être revenu le premier aux sources moyen-âgeuses, d'avoir rétabli la communication entre la littérature du présent et celle du passé. Les romantiques l'ont fait les premiers, il y bien longtemps, d'une manière vague sans doute et fort ignorante des conditions de pensée et d'existence du vrai Moyen-Age — mais ils n'ont pas eu le privilège de naître après Luchaire et Gaston Paris. Sous l'influence des études historiques et philologiques qui s'efforçaient de reconstituer d'une manière précise les origines de notre histoire et de notre littérature, Paul Fort — encore un symboliste — fonda en 1890 à Paris le "Théâtre d'Art" pour permettre à l'heure de la crise naturaliste de mettre en relief, en même temps que des œuvres dramatiques dédaignées ou méconnues, des pages d'écrivains nouveaux, pour permettre aussi de faire revivre les œuvres du Moyen Age. En consultant le catalogue des pièces représentées à ce théâtre, nous y trouvons un mystère (Le Débat du cœur et de

Digitized by Google

l'estomac) et trois chansons de geste (La Chanson de Roland, Berthe aux grands piés et Fiérabras). Depuis 1894 "l'Œuvre" a continué la tentative du Théâtre d'Art, et l'on sait avec quel succès Mr Antoine représente à l'Odéon, depuis deux ans, le "Vray mystère de la Passion", dont la mise en scène si exacte et si précise fut une révélation pour le public, ignorant les travaux des historiens et des philologues.

Mais Mr Rostand est poète et non historien. Il n'adapte pas les pièces du Moyen-Age; il s'en inspire seulement pour amalgamer l'esprit ancien et l'esprit moderne. Comment comprend-il cette inspiration?

L'idée première de Chantecler a été prise comme l'on sait, au Roman de Renart. Œuvre composite et inégale, recueil de traditions populaires écrites à différentes époques vers la fin du XII siècle, ce poème met en scène des animaux, Noble le lion et son épouse Fière, Chantecler le Coq et dame Pinte la poule, son épouse, Ysengrin le loup, Tibert le chat. Si tous ces animaux conservent le caractère que dans la vie courante on leur attribue généralement, l'attribution d'un nom ne laisse pas du moins de les faire sortir de l'abstraction et d'en faire des êtres concrets, vivants, individuels. Ces animaux sont liés entre eux par des liens de parenté, subordonnés les uns aux autres par une hiérarchie: Noble est le roi et tout le monde lui obéit. Ces animaux agissent et parlent devant nous, mais ce sont des passions humaines qui les font agir et parler. Le monde où ils se meuvent est celui que les lecteurs de ce poème pouvaient connaître, un monde où les vilains et les humbles sont toujours bernés et bafoués. Toute l'originalité du roman consiste dans les applications que l'on pouvait faire des animaux aux hommes et ces applications se trouvaient d'autant plus faciles que toutes les allusions étaient transparentes, puisque les faits étaient connus de tous.

Il y a pourtant un danger dans ces allégories. C'est de ne pas savoir conserver une exacte mesure, d'accentuer trop parfois la contradiction entre la double nature des personnages. Il faut que rien — ni dans les pensées, ni dans le langage, ni dans les attitudes — ne nous fasse apercevoir cette contradiction. Ce sentiment de la mesure exacte qu'il faut garder, de peur de faire tourner l'allégorie à la caricature, n'a pas toujours inspiré les rédacteurs du Roman de Renart, mais quelques parties, comme le Jugement de Renart[1]), ont déjà un peu du charme délicat des Fables de la Fontaine.

Mr Rostand a emprunté au Roman de Renart son personnage de Chantecler, mais il l'a modernisé. C'était son droit, c'était même pour lui une obligation. Mais pourquoi les autres personnages de son drame restent-ils dans l'abstraction, tandis que le Coq et le

[1]) On peut lire ce Jugement de Renart avec une adaptation en français moderne dans la *Chrestomathie du Moyen Age* de G. Paris et E. Langlois (Paris, Hachette.)

Digitized by Google

Chien portent un nom et apparaissent ainsi sous la figure d'un individu bien déterminé? Et même si le chien porte un nom, il n'en est pas moins dépouillé de toute personnalité: ce n'est pas un individu parce qu'il a trop d'ancêtres, il n'a pas de race parce qu'il est un mélange de toutes les races. De ses ancêtres nombreux et variés il n'a gardé qu'une qualité: la bonté. Il la représente dans le drame, comme le Merle représente la blague et le Paon le pédantisme. Et Chantecler, lui aussi malgré son nom n'est qu'une allégorie, il représente une idée abstraite, il est la Poésie.

Les personnages de Chantecler ne vivent pas. Ce ne sont pas seulement, comme dans le Roman de Renart, les représentants de faits quotidiens, présents à la mémoire du peuple et par suite immédiatement intelligibles, mais d'idées abstraites et des moins courantes, des idées littéraires. Quelle idée bizarre de mettre en scène un art poétique sur le fumier d'une basse-cour! Plus que jamais apparaît la contradiction entre la vraie nature des animaux et les intérêts et les passions qu'ils représentent. Cette contradiction est un élément comique, si l'on veut, et fort acceptable si Chantecler est une comédie-bouffe. Mais Mr Rostand a, je crois, plus de prétentions.

Une autre chose accentue encore la contradiction et le disparate de cette double nature des personnages, c'est le langage dont ils se servent. N'est-il pas choquant de les entendre parler, entre deux meules de paille, comme on parle à La Villette ou à Ménilmontant? En tout cas est-ce un langage bien français? Passons sous silence les plaisanteries du merle: l'auteur s'en moque et il veut les ridiculiser. Mais le coq qui représente la vraie tradition française a-t-il trouvé dans les anciens auteurs l'expression ultra moderne: *"c'est estomaquant"*. Passe encore que Patou fasse des fautes évidentes contre la grammaire française[1]). Il a tant d'ancêtres! Peut-être en a-t-il même quelques uns qui sont Belges? Mais le Coq, au cours de ses lectures a-t-il trouvé l'adjectif *coquet* avec un complément? Non, Monsieur Rostand, Chantecler ne parle pas l'ançien français — il parle mal le français moderne.

* * *

Mr Rostand ne peut pas, je crois, avoir la prétention d'être un génie bien français. Mais encore une fois a-t-il du génie?

J'ai consulté Mr Doumic dans la Revue des Deux Mondes. Mr Doumic fut autrefois, au collège Stanislas, le professeur de Mr Rostand: il doit connaître son élève. Or il déclare sans ambages que souvent les hommes de génie sont enclins à dire où à écrire des choses qui n'ont pas le sens commun. C'est "la rançon du génie". Et Mr Rostand paye cette rançon avec usure.

Quel génie que ce Monsieur Rostand!

Virgile Pinot.

---

[1]) *Patou* . . .

Et j'adore à ce point le sol, que tout le temps,
Je fais des trous pour *y* fourrer mon nez *dedans!* (Acte I sc. 4).

Digitized by Google

TROIS VERSIONS SUPPLÉMENTAIRES.

(1) Varianter till sid. 13.

Ma chère Clara (Claire),

Hier matin j'ai appris de tante Marguerite que sa petite fille était morte. Elle m'invite à aller passer quelques semaines auprès d'elle parce qu'elle se sent bien seule. Je compte (vais) partir des cet (cette) après-midi par le train de 4 heures et j'arriverai là-bas un peu avant 9 heures. Il faudra naturellement que nous remettions après mon retour le voyage que nous avions projeté ensemble. Mais si tu peux trouver une autre compagnie, ne m'attends pas, je t'en prie, car il est impossible de prévoir quand je quitterai ma tante. J'espère cependant que tu m'écriras de temps à autre pour me dire ce que vous ferez, toi et les autres filles. De mon côté, je te donnerai aussi de mes nouvelles. Mais ne t'attends pas à recevoir de lettre pendant la première semaine. Il est probable que trop de choses m'occuperont à ce moment. Mille bonjours affectueux de ton amie,

Anna.

(2) Varianter till sid. 39.

Une petite ville de Bretagne avait un maire, qui était en même temps /un/ (doublé d'un) archéologue. Un jour qu'il faisait une excursion (qu'il se promenait) à (qu'il excursionnait à travers) la campagne, il aperçut (avisa) quelques pierres posées les unes sur les autres. Il en fut tout (très) heureux, car il conjectura (pensa, supposa, supposait) que ce devait être (que c'était là) ce que les archéologues appellent un dolmen, c'est-à-dire une table de pierre (pierres) préhistorique [un monument de pierre (pierres) des (remontant aux) temps primitifs]. Il se rendit à l'endroit même (Il s'en approcha) et reconnut que sa conjecture (son hypothèse) était juste (conforme à la réalité). A son retour il convoqua tous les érudits de la ville et les invita à l'accompagner le lendemain pour visiter un (le) dolmen récemment découvert (qu'il venait de découvrir). Le jour suivant, lorsque (quand) la docte assemblée (la savante troupe) approcha du lieu de la découverte [se fut rendue (fut arrivée) sur le lieu (sur l'emplacement) de la découverte /du maire/] [se fut rendue (se rendit, fut arrivée) sur les lieux], tous les yeux cherchèrent en vain (inutilement) [on eut beau chercher] le (un) dolmen. "Qu'est-ce que cherchent ces messieurs?" leur demanda le paysan propriétaire du (à qui appartenait le) champ où ils se trouvaient. "Un dolmen, une table de pierre (pierres) [un monument mégalithique"][1], répondit le maire. "Oh! ces vieilles pierres-là!" dit le paysan, je les ai enlevées et /je les ai/ cassées /en morceaux/ quand j'ai su (appris) que des gens distingués comme vous devaient venir ici (qu'il devait venir ici du si beau monde").

[1] Ceci n'est pas une explication, car le paysan comprend parfaitement le mot *dolmen*, qui est bas-breton.

Digitized by Google

(3) Varianter till sid. 43.

Mon cher ami,

Tu m'avais (m'as) promis de me prêter un livre (ouvrage) de Daudet. Comme je ne l'ai pas encore reçu, je suppose que tu as oublié ta (cette) promesse. Mais ce n'est (Ce n'est pourtant) pas pour te la rappeler que je t'écris ce petit mot (que je t'envoie ce billet) [que je t'écris (t'adresse) ces /quelques/ lignes], car je suis maintenant si occupé [j'ai tant à faire en ce (pour le) moment] que je n'ai pas le temps de faire des lectures amusantes (récréatives). Mais puisque (comme) tu es riche en livres français, je te prierai de /vouloir bien/ m'en prêter quelques-uns l'été prochain (pour cet été)[1]. Je compte (Je pense, J'espère) employer les (mes) vacances à (profiter de mes vacances pour) étudier la littérature française. Si tu as quelques romans de Daudet, envoie-les/-/ moi. Je voudrais (J'aimerais) bien lire "Les Trois Mousquetaires" en français, bien que j'aie déjà lu ce livre en suédois [bien que je connaisse déjà le livre en suédois (en traduction suédoise)]. Si tu pouvais m'expédier (m'envoyer) quelques volumes au commencement de juin, je t'en serais bien (très) reconnaissant (obligé).

Présente mes meilleurs souvenirs (Je te prie de présenter mes compliments) à tes parents ainsi qu'à [Je te prie de me rappeler au bon souvenir de (de dire mille choses aimables de ma part à) tes parents et de (à)] tes frères et sœurs[2].

Ton ami,
Robert.

[1] "je te demanderai de m'en prêter pendant l'été" indique une intimité plus grande.

[2] S'il n'a qu'un frère et une sœur, on dira: "à ton frere et à ta sœur". Mais "à tes frère et sœur" ne constitue pas une faute grammaticale: c'est une simple faute d'usage.

Gothembourg, le 24 avril 1910. *Emil Rodhe.*

FRAGEN UND ANTWORTEN.

Har man kunnat konstatera någon enhetlig princip, enligt vilken

a) preposition, i svenskan hänförd till ett substantiv, i tyskan föres till verbet?

ex. Der Herr rief seinem Hunde zu [åt (till) sin hund] (jfr. Er sagte zu seinem Freunde).

Der Hund bellte seinen Herrn nicht an (på sin h.).

Wir wollen uns den Hecht ansehen (på gädden).

Der Löwe schwamm dem Schiffe nach (efter båten).

b) preposition, i svenskan förd till verbet, i tyskan sättes framför substantivet?

ex. Ich habe nach dem Arzt geschickt (skickat efter).

Sie musste nach dem Vogel sehen (se efter).

Digitized by Google

Hur skall man uttrycka skillnaden mellan *hinab* och *nieder* i sammansättningar med verb?

Om *hinab* kan väl sägas, att det blott uttrycker riktning. Angående *nieder* ser det i många fall ut, som det ville ge uttryck åt något olyckligt, kuvande, överväldigande (eller hur man nu skall formulera det) för subjektet, resp. objektet. Går denna förklaring månne i rätt riktning?

ex. niederfallen, -hauen, -mähen, -singen etc.; men andra fall strida däremot:

ex. niederblicken, -fliegen, -kommen, -hangen etc.

K. Elfman.

Die erste Frage bezieht sich auf Schwierigkeiten, die sich sicherlich jedem, der, besonders in höheren Klassen, deutschen Unterricht erteilt, fühlbar gemacht haben. Würde jemand aus dem Leserkreise mitteilen wollen, wie er dieser Schwierigkeiten Herr geworden ist, ob sich in dieser Hinsicht einfache Regeln aufstellen lassen?

Was die zweite Frage betrifft, so befindet sich der Fragesteller offenbar auf dem rechten Wege zu ihrer Lösung. Bei den Zusammensetzungen mit *hinab (herab, hinunter, herunter)* handelt es sich wohl ausnahmslos um Verba völlig konkreter Bedeutung, die Vorstellung des Ausgangspunktes der Bewegung und die Vorstellung des Zieles, das bei der Bewegung erreicht wird, sind stark betont. Die Zusammensetzungen mit *nieder* werden in der norddeutschen gewöhnlichen Umgangssprache überhaupt nicht gebraucht, sie sind für den Norddeutschen schriftsprachlich, gehören dem edleren, mehr poetischen Stile an. Die Vorstellung vor allem des Ausgangspunktes der Bewegung ist bei den Verben mit *nieder* entweder gar nicht vorhanden oder auch mehr oder weniger verblasst, es liegt häufig übertragene, bildliche Bedeutung vor (z. B. niederkommen, mit einem Kinde; niedergedrückt), wobei, wie Heyne in seinem Wörterbuch sagt, in einzelnen Fällen sich der Begriff des Besiegens entwickelt (z. B. einen niederschreien, den Feind niederwerfen, Niederlage des Gegners). Ähnlich hat ja auch das Adjektiv *nieder* im Gegensatz zu *unter* den Nebensinn des Ärmlichen, Geringen, tief im Range Stehenden. *Hinab, hinunter* lässt sich wohl stets verdeutlichen durch: von einem bestimmten Punkte nach einem bestimmten Punkte, *nieder* = zu Boden. Vgl. den Feind vom Pferde herunterhauen, dagegen unmöglich: einen marschierenden Soldaten herunterhauen (von welchem Punkte herunterhauen?), möglich nur: ihn niederhauen = zu Boden hauen. Man sagt nur: mit niedergesenkten Blicken, nicht hinab- oder hinuntergesenkten Blicken; die letzteren Ausdrücke würden voraussetzen, dass man auf die Frage antworten könnte: von wo aus wurde der Blick gesenkt?

E. A. Meyer.

Digitized by Google

TILL REDAKTIONEN INSÄNDA TIDSKRIFTER.

Educational Times & Journal of the College of Preceptors. Vol. LXIII., Nos. 588, 589 (April, May, 1910). *6d.* each. (London: Francis Hodgson).

April 1910: E. A. Lawrence, Esperanto — its Position and Progress; A. D., The Training of the Child — a Plea for Instruction in the Art; J. J. Findlay, Demonstration Schools — their Purpose, Methods, Results; Stéphane Barlet, Scénes et Récits.

**May 1910:* George Petilleau, Emile Zola à Londres; Report of the Annual Meeting of the Secondary Schools Association; J. S. Thornton, Otto Salomon.

[Each number contains several reviews of language books, and the April number also contains various notes on the respective advantages of German and Greek].

Les Cinq Langues: Journal des Langues Allemande, Anglaise, Espagnole, Française, Italienne. Abonnement annuel (Etranger): 10 fr. Dixième Année: Nos. 12—15, 20 Mars—5 Mai 1910. (Paris: Vuibert et Nony).

Modern Language Notes. Vol. XXV., Nos. 3, 4 (March, April 1910). 25 c. (Baltimore: Johns Hopkins Press).

March 1910: Palmer Cobb, E. A. Poe and Friedrich Spielhagen — their Theory of the Short Story; J. Warshaw, Sainte-Beuve's Influence on Matthew Arnold; J. F. Bingham, Was Petrarch an Opium Eater? etc.

April 1910: O. L. Hatches, Recent Publications relating to Elizabethan Stage History; Killis Campbell, Review of Woodberry's Revised Life of E. A. Poe.

Modern Language Teaching: the Official Organ of the Modern Language Association. *6d.* monthly. Vol. VI. No. 3 (April 1910). (London: A. & C. Black).

April 1910: L. H. Althaus, The Abuse of Phonetics in the Class-Room; Discussion on some Points of Weakness in Modern Methods of Language Teaching; L'Institut Français pour Étrangers [an appreciative account of Prof. Schweitzer's establishment in Paris].

[Both the March and the April numbers contain letters on the subject of Continuous Tense Forms in French which should be of interest to teachers of that language].

School World: a Monthly Magazine of Educational Work and Progress. Vol. XII, Nos. 136, 137 (April, May, 1910). *6d.* net each. (London: Macmillan).

April 1910: J. Schofield, Holiday Camps for Secondary Schools; E. M. Blackburn, Schools of Other Days; A. E. Crawley, Classics or English [practically a demonstration of the superior importance of the Mother tongue to any Foreign Language, ancient or modern]; The Teaching of Classics (based on a Government Report on Classical Teaching in Germany).

May 1910: G. H. Bryan, Examinations; Amy Barter, School Prizes: C. J. Hamilton, Illustrated School Books; G. L. Bendelack, London County Council Report on the Teaching of English.

University Correspondent & Educational Review: an Educational Journal devoted mainly to London University Matters. Nos. 587—589. (April, May, 1910). Bi-monthly: annual Subscription; *2s 6d; 1d.* per number. (London: W. B. Clive).

1 April: C. M. Drennan, Rejected Addresses; articles on Shakespeare's *Tempest*, George Eliot's *Adam Bede*, and Cobbett's Grammar of the English Language.

15 April: C. M. Drennan, Peter Bell I & II; Books in Nature Study.

2 May: Burke on the French Revolution.

Digitized by Google

Vor Ungdom: Tidskrift for Opdragelse og Undervisning, utgivet af Pædagogisk Selskab. (København: Gyldendalske Boghandel, Nordisk Forlag).

Marshæftet 1910: Gudmund Schütte, Ingerslev og Vibæk — Nationalfølelse og Skolebøger.

Aprilhæftet 1910: Georg Bruun, Af en Skolemands Læsning; Raphael Meyer, Børnebiblioteker; Jakob Alsted, Ekstemporallæsning.

NOTE. — *Svenska Dagbladet* for Saturday 28 May contained a useful article by Dr. H. Buergel Goodwin on "Tidsenliga Läroböcker i Moderna Språk" which, amongst other things, describes and briefly criticizes many current text-books — such as the English Readers of Jespersen-Rodhe, Viëtor-Dörr, Herdin-Fearenside, Afzelius-Fuhrken, Behm, Butler, Grenville Grove, and Brahde, and the German Readers of Rodhe-Abshagen, Heinz Hungerland, and Voss — and concludes with a forcible plea for a uniform system of phonetic transcription.

INACKORDERING I UTLANDET.

MODERNA SPRÅK'S Redaktion vore tacksam, om tidskriftens läsare ville insända uppgift om familjer, vilka äro villiga att mottaga utländska pensionärer, och vilka de personligen kunna rekommendera.

ENGLAND.

Grimsby (within easy reach of the picturesque cathedral cities of Lincoln and York). Board in Retired Schoolmaster's Family. Daily Lessons. Swedish References. J. WHITELEY, *394 Hainton Avenue, Grimsby, England.*

Isle of Wight. Doctor's daughter receives Paying Guests. Lovely scenery. Large house. Near railway. English lessons, if required. Swedish References. Miss BECKINGDALE, "*Carfax*", *St. Lawrence, Isle of Wight.*

Ealing (western suburb of London). Private Family, recommended by Professor EILERT EKWALL, Lund. Address: *26 Mount Park Crescent, Ealing W.*

Highgate (northern suburb, about half an hour from British Museum). Oxford Graduate, Taylorian Exhibitioner in French and Modern Language Master at a Public School, receives foreign students of English in his house. E. T. SCHOEDELIN, *50 Woodland Gardens, Muswell Hill, London.*

Wimbledon (open suburb in south-west of London, within easy reach of London University). Private Family, recommended by Professor E. A. KOCK, Lund: Mrs NASH, *12 Park Road, Wimbledon.*

FRANKRIKE.

Chambéry (Savoie). M. CAMILLE POLACK, ancien maître de conférences à l'Université de Lund, professeur au lycée de Chambéry, recevrait des pensionnaires désireux de se perfectionner dans l'étude du français ou préparant des examens universitaires. Vie de famille très confortable. Contrée pittoresque, centre d'excursions. Sports d'hiver.

ITALIEN.

Rom. Pensionat; hälsosamt läge; billiga priser. ZANETTI, *Via XX Settembre, 98 B^{III}, Rom.*

TYSKLAND.

Naumburg a/S; reizende Lage; Ausläufer des Thüringer Waldes; an historischen Erinnerungen reiche Gegend; Weimar, Jena, Leipzig, Halle in $^{3}/_{4}$-stünd. Entfernung. Angenehmes Heim für Damen und Herren: empf. von Adj. P. TYDELL, Karlskrona. Frl. von KRACHT, *Schönburg Str., Naumburg a/S*

LUND 1910, A.-B. SKÅNSKA CENTRALTRYCKERIET

Digitized by Google

MODERNA SPRÅK

SVENSK TIDSKRIFT FÖR UNDERVISNING I DE TRE HUVUDSPRÅKEN
TYSKA, ENGELSKA, FRANSKA

UTGIVEN AV

C. S. FEARENSIDE :: E. A. MEYER :: C. POLACK

UNDER MEDVERKAN AV E. RODHE

ÅRG. IV. vi. (37) * LUND * September 1910

STUDIES IN BRITISH COINS AND MONEY.

III. ANSWERS TO QUESTIONS ON BRITISH COINS.

In the November 1909 issue of *Moderna Språk* I printed a score questions on British coins, half being mainly linguistic and half being mainly "realistic". A few sets of answers to the latter group of questions — not so many as I should have liked nor so many as, considering the intrinsic value, interest, and simplicity of the subject, I had hoped — have drifted in from various hearers of my school lecture on British Coins; and I have also had a few answers from the members of my summer course this year at Anglicia. In accordance with my promise of nearly a year syne, I now deal with these answers in these columns, in the hope that these comments on actual scripts may be of some help to teachers in handling the text or illustrations about British coins which are to be found in most textbooks of English.

It seems to me best to print *verbatim* a few of the most typical answers, adding a few corrections as to language, where possible, in the text [printed in italics and enclosed in square brackets] and appending a few supplementary notes, chiefly on the subject-matter. One general remark, however, should be made at the outset: there is a general tendency to convert close combinations of adjective and noun into compound nouns — e.g. *coppercoins, goldcoins, silvercoins, sailingship, seapower.* All of these are written as two separate words (usually even without a hyphen) and pronounced with two primary stresses.

* The first two "studies" in this Series (both in III. viii, November 1909) were headed: (i) Some Questions on British Coins; (ii) A Pronouncing Vocabulary of Coin Words (4 pp., suitable for use with any text or illustrations dealing with British Coins). Teachers who want further information on the subject will find a short, simple, reliable and cheap guide in Miss G. B. Rawlings's *Story of the British Coinage*, a volume in "The Library of Useful Stories" (Newnes, 1s.).

Digitized by Google

Q. II. The United Kingdom as a maritime Power.

A. If I look at the face *[back]* of a farthing[2] I conclude at once that the country using this coin must be a *seapower*. Otherwise *[add comma]* it wouldn't [*would not* in serious prose] use such a design as a *sailingship* and a lighthouse on its coins.

B. On the copper coins there are many designs, [*omit comma*] which show us that, that[1] the British Empire *[United Kingdom]* is a maritime Power. The figure that comes out most prominent on these coins is a young woman representing Britannia. She is reposing towards *[seated near? resting on?]* a shield, and has a three-pronged spear in her left hand. This is the spear of Neptune, the god of the sea. Behind Britannia we see a light-house [better made a completely unified compound] sending out its rays, and to the left we see a ship in full sail.

C. The nature of Britain as *[The fact that Britain is]* a maritime power is indicated by the design on the reverse of the penny and halfpenny pieces and, more distinctly, on the farthing[2]. On this coin Britannia is shown seated on [?] a shield and holding in her left hand a trident, the emblem of the Roman sea-god Neptunus. Beneath her feet the waves are heavily rolling; on her left we see a lighthouse, and on her right a ship with set sails [better — why? — *sails set*].

D. Ready to defend her dominions, Britannia is seated, *[with]* the trident in her hand, looking out over the sea, where her vessels are sailing to distant countries or steering into the harbour, guided by the light from the *beacon*[8].

Language. — (1) If the double 'that' in B.'s opening sentence is not a slip, the first 'that' (presumably a demonstrative pronoun) should be 'this' and be followed by a heavier stop than a comma, viz. a dash or a colon. — (3) D, who uses rather more imaginative language than his fellows, is a little unfortunate in calling the lighthouse a 'beacon', because, when used for a sea-mark, *beacon* is used rather for smallish objects like a pole or a buoy placed to mark out a channel than for a light-bearing tower.— None of these (or other) scripts mention what kind of shield is shown on the bronze coins: the adjectives 'oval' or 'elliptical' — or even, though not quite correct, 'round' — might be employed.

Matter. — (2) The maritime evidence is not really more distinct on the farthing in itself but only on the farthing here shown: as a matter of fact, the ship and lighthouse appear or all three bronze coins of the first issue (1860—95). The following points might be noted: —

(*a*) The Edwardian florin should also be adduced, as the reverse shows Britannia standing erect on the prow of a ship (probably not big enough to please the Navy League), and armed with shield and trident.

(*b*) Some quotations from national songs might well be introduced, especially *Rule Britannia* [I. E. R. ch. iv. p. 17]; and the connexion between Britannia and Neptune might be illustrated by the quotation from the Old Song cited in I. E. R. p. 9 — the whole of which, containing an excellent humorous summary of British history, will be found in S. H. Nicholson's capital collection of songs called *British Songs for British Boys* (Macmillan: Words only, 6*d*.; Words and Music, with Notes, 6/-).

(*c*) To speak of the bronze coins as showing "Britannia ruling the waves" is rendered more appropriate by the fact that this particular mode

Digitized by Google

of representing Britannia came long after Thomson's song of 1740. Britannia was always represented facing the other way, with a palm-branch in her right hand and a spear, not a trident, in her left, from her first numismatic appearance in Charles II's reign (1672) down to the issue of the first Government penny in 1797 (a year of great British naval victories, following a period of depression). In view of recent maritime and imperial developments it may be of interest to note that this naval representation of Britannia was due to an engraver with a German-sounding name (Küchler), and that the coins were struck at Birmingham, which is so closely associated, through Mr Chamberlain, with the growth of British imperialism.

Q. 12. The United Kingdom as a composite State.

A. Several coins tell us,[1] that the British Empire[2] is composed of several units. If you look at the reverse of the shilling[4] you will find three shields, each one symbolizing one of the three countries[3]: England, Scotland and Ireland. Between[6] the shields there are flowers; the rose of England, the thistle of Scotland, and the sham-rock[5] for Ireland.

B. The composite *state* [should be *nature*] of the United Kingdom is set forth by the several coats-of-arms visible[7] on the reverses of some of the silver coins[8]. On the shilling[4] there are three of them; on others, for instance the florin,[4] there are four; on the half-crown[4], there is only one, divided into four quarterings. Now of these shields that with three lions couchant stands for England, that with the lion rampant represents Scotland, and that with the female form and the lyre *[harp]*, Ireland. In the three flowers[9], the English rose, the Scottish thistle, and the Irish shamrock, the composite state *[nature, character]* of the kingdom is likewise expressed[11] and again in the pattern *[design]* of the Union Jack (the shield on the farthing) we are reminded of the same fact.

C. It must be a composite country because it uses three different designs on the reverse *[reverses]* of its silver coins. On some coins three lions represent England, a lion standing on his hind feet represents Scotland, and a female figure [which is really part of a harp] represents Ireland; on others, a rose personates *[represents, symbolizes, stands for]* England, a thistle Scotland, and a shamrock Ireland. On the *coppercoins* and a few of the *silver-coins [which?]* the union Jack[13] (three crosses of different inclination and colour) makes the same point evident.

Language. — Several points in punctuation: (1) there should be no comma between a verb and its object, even if it is a sentence and not a noun or pronoun; (3) a colon is too heavy a stop for use here in English and should be replaced by a dash, whereas in the following sentence a colon should be substituted for a semicolon; (11) as 'and' here couples two long sentences which are only formally co-ordinate and which have quite different subjects, it should be preceded by a stop — at least a comma, and preferably a semicolon. As regards other matters: (5) a sham-rock is an unreal, non-genuine or imitation rock, not a kind of trefoil; (7) 'visible' is better omitted, as it suggests that the arms can be seen only with difficulty; (9) the shamrock that stands for Ireland is a trifoliate *leaf*, not a *flower*; (13) "Union Jack" should have capital initials in both words.

Digitized by Google

Matter. — (2) 'British Empire' should be 'United Kingdom', for, though the coins are legal tender all over the Empire, the Empire as a whole is still altogether ignored in the *designs* on the coins, though recognized in the Edwardian *legends*. (4) It is dangerous and misleading to specify the coins without specifying the particular issues intended [see *Kommentar till I. E. R.*, pp. 29, 30]: for instance, two of the commonest shillings — the Pre-Jubilee and the Edwardian — have no coats-of-arms, and the Jubilee shilling has but one -- while none of the three last florins issued have had four coats-of-arms. (6) Only the rose is 'between' the shields. The fact that these floral emblems occur elsewhere might well be mentioned. (8) Also on the backs of the Victorian gold coins down to 1874 (for the sovereign) and to 1887 (for the half-sovereign).

Q. 13. The Decimal Tendency of the United Kingdom.

A. The British money system is duodecimal in the main, but some parts of it are decimal, which seems to be a tending towards the adoption of a decimal money system.

B. The florin and the double-florin, which are the recent coins, show that there is a tendency towards the adoption of a decimal money system in the United Kingdom. One florin is one tenth of a pound.

C. On the reverse of the florin the following words are to be read: "One florin, one tenth of a pound".

Language. — The first answer is vague and ignores the most obvious bit of evidence; the third is terse and to the point; the second omits the salient fact that the phrase "one tenth of a pound" actually appears on the first florin itself.

Matter. — Unfortunately, there seems to be some retrogression in this point: the inscription "one tenth of a pound" was not used on the second (Jubilee), third (Post-Jubilee) and fourth (Edwardian) issues of the florin; and the useful double-florin was only coined 1887—90, and it is announced that neither that nor the crown are to figure in the new coinage now in process of preparation. It is a little misleading to say that "the florin and the double-florin are the recent coins", for the florin goes back to 1849, while the five-pound piece and the two-pound piece (gold) were issued at the same date as the double-florin, and, unlike that coin, were renewed by Edward VII.

Q. 14. The Relative Importance of the British Components.

A. The aforesaid shields[1] are either three or four on every coin. If they are four we can find that England is represented by two, Scotland and Ireland by one each. This is as well[3] the case with the flowers. From that may [better: 'this it may'] be seen that the importance of England is relatively greater than that of Scotland and Ireland.

B. On the half-crown [*which?*][2], for instance, we see one big shield divided in [*into*] quarters. Two of these quarters represent *[contain]* the arms of England, and each one of the others represents *[contains]* the arms of Scotland and Ireland ['the two others contain respectively the arms of Scotland and Ireland']. Equal *[The same]* is the case with the florin[4] and ['the' should be inserted] double-florin.

Digitized by Google

C. That England is the head of the union[5] is indicated on some of the silver coins. On the florin [*which?*][4] there are two roses but only one thistle and one shamrock, and two shields with the English arms, while Scotland and Ireland have only one each. This is also the case with the double-florin. Likewise two quarters of the shield in *[on]* the half-crown [*which?*][2] are occupied by the arms of England, and all round the shield we see the English roses. On the half-crown [*which?*], the crown [*which?*], and the gold coins [since 1871 and 1887] we see the Patron Saint of England, St. George, in the act of killing the dragon.

Language.— The shape of the shield on the Post-Jubilee half-crown here meant might be mentioned: it is called a 'spade shield' or 'spade-shaped shield'. (1) It would be better to say 'coats-of-arms' or 'armorial bearings', which would be equally applicable whether they were displayed each on its own shield, or as quarterings on one shield. (3) 'as well' must go at the end of the sentence when it means 'also', and with the second and less important of two coordinates when it is used as a substitute for 'both ... and'. -- (5) 'head of the union' is a less appropriate expression as applied to the place of England in the United Kingdom than to that of Prussia in United Germany: better use Lord Rosebery's tactful expression, 'predominant partner' [in the union].

Matter. — (2) The query as to the half-crown is practically superfluous, as the royal arms quartered on one shield have figured on the reverses of all the half-crowns issued since the accession of Queen Victoria (though the shape and garnishing of the shield have greatly varied. — (4) The demand for specification in the case of the florin is justified by the fact that the double appearance of the rose applies only to the first and second issues. — (6) St. George does not appear on *all* half-crowns, nor on the crown until it was revived in 1887, after an interval of over thirty years.

N. B. *There are several other characteristic and important evidences of the predominance of England in the partnership: will any correspondent mention a few?*

Q. 15. Characteristics of British Constituents.

A. England, represented by the rose, must be a lovely land of blossoms and — bird-songs! The thistle says that Scotland is a rocky, unfertile land; while Ireland, judging from the shamrock, must be a land where cattle-breeding stands high!

B. As is before *[has been]* said, the rose is the flower of England, the thistle that of Scotland, and the shamrock that of Ireland. The twig [*branch* is the word used by numismatists] of oak on the sixpence and the threepenny piece is the symbol of England. The three couchant lions on the shield represent England; the rampant lion, Scotland; and the woman playing on the harp [with her back to it?], Ireland.

C. The English rose betokens beauty and fertility, the Scottish thistle expresses prickliness and poverty, and of the Irish emblems the shamrock stands for verdure and the harp for music. The position of Britannia typifies her usual state of unpreparedness

Digitized by Google

(or is it unwillingness?) for war; and the shortness of the sword in the hand of St. George may be taken to indicate the inadequacy of the means with which England attempts its good deeds.

Matter. — B. does not essay any exposition of the symbols, while the expositions of A. & C. appear highly conjectural: would the Scots deliberately choose to blazon abroad the poverty of their land? Here the Scots motto, *Nemo me impune lacessit*, seems to point to the right interpretation. As regards Ireland, compare the well-known song *The Wearing of the Green* [one of the most beautiful of British national airs, though its words are distasteful to provincial and imperial sentiment in England], *The Dear Little Shamrock* and *The Minstrel Boy* (all printed in A. Werner's "Engelske Sange og Recitationer").

Q. 16. British and Foreign Connexions.

A. On the reverse of the shilling *[which?]* we read the inscription *[motto]* of a French order, the order *[Order]* of the Garter: "Honi soit qui mal y pense". The kings of England had the title 'King of France', and these words were also engraven on the coins, but after the reign of George III, this title was taken away.

Comment. — This is not a particularly felicitous answer, either in material or in expression. The Order of the Garter, though perhaps influenced by French conceptions of chivalry, can hardly be called a French order: and its French motto is due rather to the use of French as a court language than to the assumption of the French style by Edward III somewhere about the time that the Order of the Garter was founded. It was not *after*, but *during*, the reign of George III — to be precise, in 1802 — that the French style and French lilies were abandoned under the terms of the Anglo-French *Treaty of Amiens*. Finally, the badge and motto of the Garter appear only on the Jubilee and Post-Jubilee shillings, though other emblems of Order appear on other coins [facts adducible under Q. 14].

The presence of the fleurs-de-lys in the tressure of the Scots shield, the continued use of Latin for the formal inscriptions, and the use of the title *Fid. Def.* might be added and expounded.

Q. 17. Incomplete Representation of the British Isles.

A. Wales, Man and some small isles *[islands]* are not directly represented on any coins.

B. The isle *[Isle]* of Man isn't *[is not]* represented on the coins of the United Kingdom.

C. Of these parts, the ancient principality of Wales, as well as the small insignificant Isle of Man, are represented by no special symbols.

Comment. — One wonders what are the "some small isles" mentioned by A. Possibly the Channel Isles, which however do not strictly belong either to the British Isles or to the United Kingdom: like the Isle of Man, they have a separate identity in legislative and customs aspects. Wales, an integral but in many respects distinct part of the United Kingdom, stands on a different footing; and it is said that she is to be admitted to the coins of our self-styled George V — who is having his eldest son formally installed as Prince of Wales on Welsh soil.

Digitized by Google

Q. 18. Queen Victoria not a "Virgin Queen".

A. This is just a riddle! Should be very glad to get the key to it!

B. On [*In*] the portraits of Queen Victoria we see that she wears a widow's cap.

C. Such a little thing as the widow's cap that Queen Victoria has on the [*her*] head, can show that, unlike her female predecessor, Elisabeth [Elizabeth], she was not a "virgin queen".

Comment. — C should have retained the words 'most illustrious' before 'female predecessor', which without them seems to imply that Elizabeth was Victoria's immediate forerunner. It was only on the last two issues of gold and silver coins (1887 and 1893) and on the last issue of bronze coins (1895) that the Queen wears widow's weeds.

Q. 19. Was Edward VII "King of England"?

No answer has been received to this question, which turns partly on the absurd blunder of the numeral: answers welcome!

Q. 20. Victorian and Edwardian Styles.

A. Between the inscriptions on the coins from *[of]* Queen Victoria's reign and those from *[of]* King Edward's we can find *[we find]* a rather *[very? highly?]* significant difference. The little word 'omnium' that King Edward has added *[added]* is a signification of [*signifies*] the stronger uniting of the colonies *["dominions beyond the seas"]* to *[with]* the United Kingdom.

Comments. — A complete answer to the question requires a fuller apparatus than that given in I. E. R., pp. 70, 71 — or any other similar book. The term "Colonies" is almost discarded now, as being disparaging, and is replaced by such terms as *states*, *dominions*, *daughter-nations* and *sister-nations*: cf. Kipling's "The Five Nations". How about resemblances between the inscriptions?

Lund, 24—30 September 1910. *C. S. Fearenside.*

RIME AS A MARK OF PRONUNCIATION.

Arvid Gabrielson, *Rime as a Criterion of the Pronunciation of Spenser, Pope, Byron and Swinburne.* Upsala, 1909: Almqvist & Wicksell.

During the last few years interest in the pronunciation of early English has been growing in a remarkable manner, and a large mass of evidence bearing on the subject is gradually being accumulated by scholars in many countries. The study of rime has naturally occupied a place in this connection; but until the appearance of the present book the rimes of Shakespeare alone had been systematically examined as throwing light on the pronunciation of early Modern English. Dr. Gabrielson's exhaustive treatment of the rimes of other English poets, and especially of

Digitized by Google

Spenser and Pope, has done much towards placing this branch of the work of reconstruction on a more satisfactory footing.

The book is divided into two parts. The first part contains classified rime-lists and the second is devoted to drawing deductions regarding pronunciation from the evidence afforded by these lists. The results are valuable both as confirming the results already arrived at by other methods and as bringing to light new facts and facts which had previously been little noticed. Thus, on the one hand, we find corroboration of the well-known facts that the diphthongization of Middle English [i:] had not advanced very far in the sixteenth century, and that words like *was, wash* had the ordinary sound of short *a* at that date; on the other hand, it is shown, for example, that Pope made a distinction in pronunciation between the vowel sounds of *one* and *none* (the former word approaching to the modern [wʌn] and the latter being rather [nɔ:n]), and that a monophthongic pronunciation of *ai* (probably [æ:]) existed in the sixteenth century.

Dr. Gabrielson is to be congratulated on having produced an excellent and useful work. The only suggestions we would make for a future edition are that phonetic transcriptions of words should be used more freely, and that the international phonetic script be adopted, following the example of Vietor and Jespersen. The value of the book as a work of reference would also be increased by the addition of a word index. In any case, however, the book must be regarded as an indispensable adjunct to the library of every student of early Modern English pronunciation.

London, July 1910. ***Daniel Jones.***

SHAKSPEAREAN TRAGEDY.

Shakspearean Tragedy: Hamlet, Othello, King Lear, Macbeth. By A. C. Bradley. 220×145 mm. pp. xi+498. 10*s.* net. (Macmillan, 1905).

I have lately read through a number of small pamphlets about Shakespeare's Plays published by Strindberg in the years 1908 and 1909; and have been much interested to see how little he can find to admire in the Plays — either from a dramatic point of view or from the standpoint of psychological development. So eminent an author and dramatist as Strindberg might have been expected to recognise some quality of greatness in his great predecessor; but he himself is almost entirely subjective in his work; to him the world is an Inferno full of crime, disease and foulness, and life yields only disgust, weariness and anguish. No wonder, therefore, that he has not much sympathy with him who said: "What a piece of work is man! how noble in reason! how infinite in faculties! in form and moving how express and admirable! in

Digitized by Google

action how like an angel! in apprehension how like a god! the beauty of the world! the paragon of animals!" One small but curious and typical mistake Strindberg makes apropos of Caesar's death: he says that, as he is stabbed, he falls with the words, "Et tu Brute" *translated into English*, and that Hagberg translates them into Swedish! Every English schoolboy, and most English schoolgirls, know that Caesar died in the play with the Latin words upon his lips, for that very sentence is a household word on their own lips.

As an antidote to Strindberg's remarks on Shakespeare I turned (by no means for the first time) to Professor A. C. Bradley's most illuminating book upon Shakespearean Tragedy. As he modestly admits himself, most of what modern writers have to say, upon not only Shakespeare but Tragedy in general, has all been said before (in the latter case by the author of the "Poetics"); but, as "Truth is the daughter of Time" and there is much significance in the new expression of an old truth, Dr Bradley's book is welcome for every reason, and I would beg any teacher or student interested in the Drama to read, if not the whole of it, at least the special lectures on *Hamlet, Othello, King Lear,* and *Macbeth.*

The volume consists of an Introduction, two lectures on Tragedy (substance and construction), and two lectures on each of the four great tragedies of Shakespeare. At the end of the book there are a number of notes exceedingly interesting to scholars but which may be omitted by beginners. The lectures are based on a selection from materials used in teaching at Oxford, Liverpool and Glasgow; and while escaping any taint of the schoolmaster they contrive to convey much information. If, where all is good, one can make a choice, it is possible to choose his lectures on *Othello;* for there he seems in a great measure to explain why Shakespeare is less symbolic in this tragedy than in most of his other dramas (a point which I have never seen so explained elsewhere) . . . Here, although not so strongly as in *Troilus and Cressida*, we are aware of a certain limitation, a partial suppression, of that element in Shakespeare's mind which unites him with the mystical poets, with the great musicians and philosophers. Were there space, pages of the lecture might be quoted; but a few lines must suffice to show the style. He is speaking of Othello:—"So he comes before us dark and grand, with a light upon him from the sun where he was born; but no longer young . . . And he comes to have his life crowned with the final glory of love, a love as strange, adventurous and romantic as any passage of his eventful history, filling his heart with tenderness and his imagination with ecstasy." And the end:—"As he speaks those final words in which all the glory and agony of his life . . . seem to pass before us . . . a triumphant scorn for the fetters of the flesh and the littleness of all the lives that must survive him sweeps our grief away; and when he dies upon a kiss, the most painful of all tragedies leaves us for the moment free from pain, and exulting

Digitized by Google

in the power of 'love and man's unconquerable mind'." The analysis of the characters of Iago and Emilia is also very suggestive — and entirely different from that of Strindberg, who with regard to Iago says, "Shakespeare has described Iago with secret pleasure", and that his cynical philosophy appears to constitute one side of the dramatist's own complex soul, or a temporary mode of observation during a period of development. If we study Iago's character very carefully from his own words — especially from his soliloquies — we cannot fail to notice what an adept at lying he was. And, this being the case, he had to sustain in the eyes of the world around him that reputation for honesty which he had acquired (the word "honest" is applied to him fifteen times in the course of the play); it was necessary, therefore, for him occasionally to find relief from the discomfort of being always a hypocrite: hence those caustic or cynical speeches which, by misinterpretation, only heightened confidence in his honesty, caused this necessary relief.

We close Professor Bradley's book, especially after having studied attentively his theory of Reconciliation in the Tragedy, with a sense of the truth of those great words which Shakespeare puts into the mouth of King Henry V:

> "There is some soul of goodness in things evil,
> Would men observingly distil it out."

London, May 1910. ***Frank Martin.***

BRITISH AIDS TO LANGUAGE TEACHING AND LEARNING.

It may be useful to collect together in the body of *Moderna Språk* notices of several current aids to the mastery of modern languages advertised by leaflets in this review and elsewhere.

(i) ***Lectures.*** A course of lectures on "The Phonetics of English" (for foreign students) will be given by Mr. DANIEL JONES, M. A., Member of the Council of the International Phonetic Association, Assistant Editor of the "Maître Phonétique", at University College, London, on Mondays at 5.30 p.m. during the session of 1910—11, beginning 10 October. Each Lecture will be followed by a Practical Class in English Pronunciation. There will also be Practical Classes in the Second and Third Terms. An Examination for Certificates of Proficiency will be held at the end of the Third Term. Lectures will also be given on French Phonetics, Experimental Phonetics, etc. For further particulars apply to THE SECRETARY, *University College, Gower Street, London, W. C.*

Prof. RIPPMANN, whose name is also associated with effective practical work in Phonetics, also announces two short series of

Digitized by Google

lectures, to be delivered at Queen's College on alternate Saturdays during the autumn term, beginning 1 October. One course will deal with Phonetics (in which course the sounds of English will be the basis) and the other with Methods of Modern Language teaching. All communications about these lectures should be addressed to *Prof.* RIPPMANN, *45 Ladbroke Grove, London, W.*

(ii) ***Appliances.*** Mr. HAROLD W. ATKINSON'S "Mouth Measurer" is described in a leaflet which accompanies the present number. The utility of the contrivance is attested by such well-known phoneticians as Dr. HENRY SWEET, Mr. DANIEL JONES, Mr. BERNARD MACDONALD, and Prof. D. L. SAVORY. The last-named "considers that the instrument for measuring the position of the tongue in the formation of speech-sounds is exceedingly valuable for the purpose of scientific research, and further is a demonstration apparatus which should be in the hands of every teacher of modern languages. He would then be in a position to show clearly to his pupils the differences in articulation of English, French and German sounds, and such a practical demonstration is infinitely more valuable than any kind of theoretical description." The apparatus is obtainable only from the inventor: Mr. HAROLD W. ATKINSON, *West View, Eastbury Avenue, Northwood, Middlesex, England.*

(iii) ***Discussions.*** Our English contemporary, *Modern Language Teaching*, started in its July number a discussion on the Teaching of Composition (including both free composition in, and translation into, the foreign language) and invited contributions (to be sent to Mr. F. B. KIRKMAN, *The Three Gables, Letchworth, Herts.*). The discussion is to deal with the following specific points:—

(1) The stage at which each kind of composition is to be introduced;

(2) Subject-matter for composition;

(3) Method, including the correction of errors.

(iv) ***Holiday Courses.*** With a view to being able to provide authoritative advice about the multitudinous summer courses now available for the study of Modern Languages, the English Modern Language Association is collecting confidential reports from actual visitors to the various meetings. Information is requested on a number of specific points set forth in the July number of *Modern Language Teaching;* and those who desire to help towards this very desirable object are requested to communicate with Mr. G. F. BRIDGE, *45 South Hill Park, Hampstead, London, N. W.*

(v) ***Book Bargains.*** — Some of our readers might find it worth while to write to Mr. P. M. BARNARD, *10 Dudley Road, Tunbridge Wells, England,* for his interesting list of over 250 "Books relating to Scandinavia". To test the demand, we make the experiment of printing on our back cover this month a short list (selected from recent catalogues) of English "book-bargains".

Digitized by Google

ÖVERSÄTTNINGSÖVNINGAR.

A "Calydonian" Verse-version, after Swinburne, of the Realskolestil V. T. 1909. [see M. S. III. iv., pp. 56—61].

The following version was crowded out of our *Realskolestilnummer* last year (dated April), and again, though put into type, out of the Special English number in June (where it was meant to form a pendant to Prof. Wrangel's Swinburne critique) in favour of Dr Fuhrken's more serious contribution to that number. It is now inserted in the present issue, because this kind of exercise helps to fill a very grave gap in Swedish linguistic practice (for is there not a good deal of truth in the old contention of the Classicists that is difficult, if not impossible, to obtain perfect mastery of a language without at least essaying verse composition?); and partly, because the author here parodied seems to be attracting particular attention in the Swedish academical world today — three Swedish doctoral treatises on him having been recently published. *C. S. F.*

It has come, it has reached me, your letter,
For the postman has been here again;
I rejoice, you are weller and better,
It is over with sorrow and pain.
You assert you were sore overwrought,
And that this gave you fever to grip you,
But I think that the cold that you caught
In the Spring, was the monster to hip you.
'Twas in March, when the rain is in flood
And the flood is arraigned before man,
That the microbe got into your blood,
To do what it may or it can.
For you walked in the rain and the wet,
And I went by your side, as I trow,
(What you shall have you shall get,
What you shall feel you shall know!)
You were soaked to your hands and your feet;
You were stubborn in mind and in soul,
You were doomed to a destiny fleet,
Predestined to tax and to toll.
Yet you know that the end of the How
Is the Why and the Where and the Who!
Then will you admit or allow
You were moist as to stocking and shoe?
Your doom is before you: beware!
You are prone to distress and disease,
This life is a step or a stair
Betwixt a sneeze and a sneeze.
You are careless of limb and of life,
Take warning and be on your guard,
You have tasted of struggle and strife,
You are maimed and dismembered and marred . .

Digitized by Google

To your father, the lord of your birth,
To your mother, your glory and joy,
I, least of all mortals on earth,
Send affectionate greeting, old boy!

Gothenburg, 10 May 1909. *G. E. Fuhrken.*

Två engelska stilar vid Lunds universitet, V. T. 1910.

Following the example of my French and German colleagues at Lund University (see M. S. III, v; IV. i), I print below, with the sanction of my official chief, two pieces recently set for translation at University examinations. I refrain from appending a translation, however, because it is obvious that the mere reading of a translation without having previously tackled the difficulties oneself is of exceedingly little (if any) value. But I hope that some of our readers, whether anonymously or not, will send me translations, comments on which will duly appear together with my translation in a subsequent number. Those who enclose 1 kr. in stamps will have their translations returned with corrections as soon as possible after the receipt. The fact that the first piece deals with a subject so popular in school exercises and the Leaving Certificate Examinations as London will, I hope, render it attractive to practical teachers; while the fact that it is above the Leaving Certificate standard of difficulty will perhaps make it seem worthy of some study by teachers for their own edification. English translations are similarly invited of the University test-pieces previously reprinted in these columns.

C. S. F.

(i) Engelsk Kandidatstil, Jan. 1910.

Vilja vi studera Londons offentliga nöjen, är det därför bäst att välja en annan dag i veckan än söndagen, helst lördagen, emedan de flesta affärer då stängas redan kl. 2. Lördags eftermiddag är i England det enda, som liknar en kontinental söndag. Då strömma de yngre kontoristerna och bodbiträdena ut på ängarna i stadens omgivningar för att spela kricket, om det är sommar, och fotboll, om det är vinter; då vimlar det av folk i British Museum, South Kensington Museum, Nationalgalleriet och de för ögonblicket öppna utställningarna; då skyndar man skarvis ut till Kristallpalatset till Kew Gardens eller till andra genom natur eller konst tilldragande punkter i den ofantliga stadens omedelbara närhet; och på kvällen trängs man kring de många teatrarnas och varietéernas biljettluckor. Engelsmannen kallar detta sin 'half holiday'. Han arbetar fem och en halv dag i veckan, roar sig en halv dag och har det hjärtinnerligt tråkigt en dag. Det vore svårt att påstå, att vår förlustelselystne londonbo icke har ett rikt urval av nöjen, då han slipper från arbetet på lördagseftermiddagen. Möjligen kunde man tillfoga, att det till stor del är ett rikt urval på "bosh". Men det är ju hans eget fel. Om det låter säga sig, att varje land har sådana judar det förtjänar, torde det ändå bättre låta säga sig, att varje storstad har sådana offentliga nöjen, som den förtjänar. London har det bästa och det sämsta av nära nog allting.

Digitized by Google

(ii) Ämbetsstil, Maj 1910.

En av mina skolkamrater hade en äldre bror, som var trädgårdsmästare på någon av de större egendomarna i närheten av Stockholm och hette Lars Blom, trettio år gammal, när jag först såg honom. Han var kort till växten men ovanligt axelbred och stark, hade ett nästan klotrunt ansikte, rödbrunt av hälsa och sol, de livligaste svarta ögon, något krökt näsa och tämligen stor mun. Ett korpsvart, tagelstyvt hår, hängande långt ned på hans skuldror men alltid väl kammat och benat, och polisongerna av samma färg och täthet sammanknöto sig under hans breda haka. Lars Blom var ogift men hade två minderåriga syskon att dra försorg om, en syster, som han höll i pension och en bror, som han höll i Klara skola. Vid varje examen var trädgårdsmästaren närvarande och när han uppenbarade sig, strålade allas våra ansikten av erkänsla och glädje, ty man var säker på att efter examens slut få slå ring omkring en större korg med äpplen, som utan avseende på under terminen ådagalagd flit och skicklighet fördelades lika mellan alla. Även lärarna mottogo honom med stor välvilja, ty åt dem hade han med sig vars en klase druvor eller någon annan orangeriets läckerhet, och den stora blombuketten, som examensdagen prydde katedern, var en present av honom. Terminsavgiften betalade han för det mesta in natura. — En dag mitt i terminen kom Lars Blom upp i skolan och sade: »Nu har min bror gått 8 år i Klara läroverk och läst latin i 6, men inte känner han namnet på en enda blomma och vet ej ens skillnaden mellan växt- och djurriket, knappast mellan ärter och fläsk. När det åskar säger han att det är Tor, som är ute och åker, och när det blåser, så säger han att Eolus sitter i Gud vet vad för ett hörn av världen och flåsar. Det där duger inte». Därmed tog han sin bror med sig och gick.

TILL REDAKTIONEN INSÄNDA SKRIFTER.

A. Böcker.

8. **Baines, C. E.** *A Short History of English Literature.* 118×115 mm. pp. xiii+400. 3*s.* 6*d.* (London, 1909: Edward Arnold).

9. **Brynildsen, J.** *Engelsk-Dansk-Norsk Ordbog.* For danskens vedkommende gennemset av Johannes Magnussen. Mindre Udgave. 210×140 mm. pp. viii+955. Kr. 8: 50. (København—Kristiania, 1910: Gyldendalske Boghandel).

10. **Grove, Grenville.** *Modern Engelsk Lärobok,* med uttalsbeteckning för skolor och självstudium, utkommande i 7 häften à 65 öre. 210×145 mm. Häft. 2 (Engelsk Text, ss. 49—96) 6—7 (Grammatiken). (Stockholm, 1910: Kalligrafias Förlag).

[The first part, briefly described in our June issue, has been commended by Prof. Erik Björkman and Dr. H. Buergel-Goodwin.]

11. **Hood, Bert & Butler, J. H.** *Kommentar till English in 60 Hours.* 225×140 mm. pp. iv.+136. Häft. kr. 1: 90. (Stockholm, 1910: P. A. Norstedt).

Digitized by Google

12. **Hope, Anthony.** *The Chronicles of Count Antonio.* (Nelson's Library). 160×105 mm. pp. iv+288. 7*d.* net. (London-Edinburgh-Paris-Leipzig, 1910: Nelson).

[The eighty-sixth volume (published 7 September) in Nelson's Library, which has received many notable additions and some serious subtractions since our notice of the Series in December 1907 (M. S. I. xiii), and to which we hope some day to publish a much-needed guide. The present volume deals with a kind of mediaeval Italian Robin Hood in the factitious, if skilful, language of a mediaeval ecclesiastic: though entertaining in itself, therefore, it is less valuable to the foreign student-reader than any of the other four books by this author previously included in Nelson's Library (Nos. 2, 7, 10, 17), which can all be warmed commended.]

13. **Jespersen, Otto.** *The England and America Reader.* 200×140 mm. pp. viii+286. Kr. 3: 50. (København, 1908: Schuboteske Forlag).

14. —— & **Rodhe, Emil.** *Kommentar och Ordförteckning till The England and America Reader* [Swedish edition]. 195×130 mm. pp. iv+102. Häft. kr. 1: 25. (Stockholm, 1910: C. E. Fritze).

15. **Jones, Daniel.** *A Chart of English Speech Sounds, with Key Words and Notes.* 190×125 mm. 4 pp. Cardboard, 4*d.* net. (Oxford, 1909: University Press).

16. **Lannert, Gustaf Larsson,** *An Investigation into the Language of Robinson Crusoe,* as compared with that of other Eighteenth-Century Works. 260×170 mm. pp. xxxviii+124. (Uppsala, 1910: Almqvist & Wicksell; Cambridge, 1910: Heffer).

[A doctoral dissertation defended at Lund University, 28 May 1910.]

17. **Knudsen, Regnar.** *Glosar in "Pitman's New Era Geography Reader" (England, Wales, Middlesex) med et Tillæg: Grammatik. Hjælpbog, Sange.* 185×120 mm. pp. viii+85+60. Kr. 1: 80. (København, 1910: J. L. Lybecker).

18. **Long, W. J.** *English Literature: its History and its Significance for the Life of the English-speaking World.* 195×140 mm. pp. xvi+582. 63 Illustrations. 6*s.* net. (Boston—London, 1909: Ginn & Co.).

[The first 90 pages are devoted to the pre-Reformation period, the last 200 pages to the Nineteenth Century — living authors, like American authors, being excluded. There are helpful short bibliographies, which, with the quaint perversity of American publishers, have not been adapted to European needs. The illustrations are really illustrative, and the text seems sound and interesting and altogether worthy of the author of the fascinating "Wood Folk" Series already noticed in these columns.]

19. **Magnus, Laurie.** *How to Read English Literature—Chaucer to Meredith.* 170×105 mm. pp. xii+439. 2*s.* 6*d.* (London, 1907: Routledge).

20. **Pain, Barry.** *Eliza's Husband,* utgiven med anmärkningar av Elias Grip (Engelska Författare, 18). 205×130 mm. pp. 92. Kr. 1: 35. (Stockholm, 1910: P. A. Norstedt).

21. **Reed, T. B.** *The Fifth Form at St. Dominic's: a Public School Story.* Edited for school use by Regnar Knudsen. 195×130 mm. pp. vii+208. Pris? (København, 1910: J. L. Lybecker).

22. **Rippmann, Walter.** *A First English Book.* Edited for the Use of Swedish Schools by J. A. Afzelius. (Engelska Författare, 15). 205×130 mm. pp. iv+198. Kr. 2. (Stockholm, 1909: P. A. Norstedt).

[Prof. Rippmann contributes to the Swedish edition of his excellent book a graceful and diplomatic Preface, in which with serene urbanity he comments on the Swedish propensity to bilingual vocabularies and any wild system of phonetic transcription rather than that of the International Phonetic Association. The first 149 pages are apparently printed from the stereos of the British edition: the phonetic part (very carefully done by the Swedish adapter) is new. The format, paper, typography and get-up generally compare very unfavourably with that of the original, which is published by Messrs Dent, "who make books beautiful".]

23. **Serner, Gunnar.** *On the Language of Swinburne's Lyrics and Epics.* 230×165 mm. pp. viii+138. (Lund, 1910: Hjalmar Möller; Cambridge, 1910: Heffer).

[A doctoral treatise defended at Lund University, 25 May 1910.]

Digitized by Google

B. Tidskrifter.

Les Cinq Langues: Journal des Langues Allemande, Anglaise, Espagnole, Française, Italienne. Abonnement annuel (Etranger): 10 fr. Dixième Année: Nos. 16, 17; 20 Mai, 5 Juin 1910. (Paris: Vuibert et Nony).

Le Maître Phonetique: Organe de l'Association Phonétique Internationale. Abonnement annuel, 5 fr. 26e année; nos. 5—8, Mai—Août, 1910. (Bourg-la-Reine: Paul Passy).

Mai—Juin. G. Noël-Armfield, Some East London Street Cries; reviews of Walter, *Schwedische Grammatik* etc.; specimens of phonetic transcriptions.

Juillet—Août. G. Heward, A Chaucerian Entertainment; H. Palmes, The Transcription of English Vowels; G. Fuhrken, Wanted a Symbol [between (ɔ) and (ɔ:)]; reviews and specimen transcriptions.

Modern Language Notes Vol. XXV., No. 5 (May 1910). 25 c. Baltimore: Johns Hopkins Press).

J. W. Carrliffe, Browning's *Christmas Eve*; A. F. Chamberlain, Child Language; reviews of Eugène Morel, *Essai sur le développement des Bibliothèques publiques*, and L. L. Schücking, *Beowulf.*

Modern Language Teaching: the Official Organ of the Modern Language Association. 6*d.* monthly. Vol. VI. Nos. 4, 5. June, July, 1910. (London: A. & C. Black).

June. F. R. Robert, Pourquoi apprenous-nous le Français? The British Student in Paris; The Böttinger Studienhaus at Göttingen; several useful reviews, including one by Prof. Rippmann of his colleague F. B. Kirkman's book on *The Teaching of Modern Languages.*

July. Report of the [English] Board of Education of the Year 1908—9 [a bitter outcry against the neglect of Modern Languages]; A French Inspector's Directions for the Teaching of Modern Languages [a running analysis, by Prof. Rippmann, of M. Hovelaque's lecture at the Sorbonne on "L'Enseignement des Langues Vivantes dans le Deuxième Cycle", which is printed in the *Revue Universitaire* for April 15 1910 and in *Les Langues Modernes* for May and June 1910]; G. Pradel, Comment amener les Élèves à lire en dehors les Heures de Classe; A. R. Hutchinson, Another Holiday Course in Spain [held at Burgos under French auspices]; B. L. Templeton, The Teaching of Composition [opening paper of a Discussion to which contributions are invited]; Good Articles [in which category is included M. Pinot's article on Chantecler in the June number of *Moderna Språk.*]

School World: a Monthly Magazine of Educational Work and Progress. Vol. XII, Nos. 138—141; June—September, 1910. 6*d.* net each. (London: Macmillan).

June. W. Walton, Examinations and the Teaching of English in Secondary Schools; G. H. Bryan, Examinations [second and concluding paper]; R. Wake, A Method of Introducing German Lyrics.

July. F. J. C. Hearnshaw, Pictorial Aids to the Teaching of History; T. F. A. Smith, The Position and Training of Teachers in Germany [concluded in the August number and supplemented in the September number].

August. The Education of the Adolescent; B. C. Wallis, Geographical Books for the Library [both collective reviews of recent literature]; P. A. Wood, Teaching English to Asiatics [the differences and resemblances between the difficulties enumerated in this case and those experienced in Scandianavia are of interest].

September. Third International Congress of School Hygiene [this report of the August meeting in Paris contains numerous references to Sweden and Denmark]; also articles on Bible Teaching, Nature Pictures, and School Athletics.

LUND 1910. A.-B. SKÅNSKA CENTRALTRYCKERIET.

Digitized by Google

MODERNA SPRÅK

SVENSK TIDSKRIFT FÖR UNDERVISNING I DE TRE HUVUDSPRÅKEN TYSKA, ENGELSKA, FRANSKA

UTGIVEN AV

C. S. FEARENSIDE :: E. A. MEYER :: C. POLACK

UNDER MEDVERKAN AV E. RODHE

ÅRG. IV. vii. (38) * LUND * Oktober 1910

MEDDELANDE.

A. **Vårt Examensnummer** (November 1910).

Nästa nummer av MODERNA SPRÅK, vilket huvudsakligast kommer att ägnas åt översättning och kommentar av stilarna i student- och realskoleexamen, utkommer senast femte dagen efter språkskrivningarnas slut. De som tidigare önska översättningar eller upplysningar, torde vända sig till vederbörande medarbetare i denna tidskrift (se April- och Majhäftena 1910!)

B. **För Prenumeranter.**

För att undvika onödigt uppskov med nästa årgångs första nummer anmodas ärade prenumeranter att *före november månads slut* för redaktionen tillkännagiva, huruvida de fortfarande ämna prenumerera på MODERNA SPRÅK.

Redaktionen.

Digitized by Google

ATKINSONS MOUTH-MEASURER.

Elf Jahre sind es her, seitdem H. W. Atkinson seine Methode zur exakten Bestimmung der Lautartikulationen veröffentlichte (in dem Aufsatz Methods of mouth-mapping, Neuere Sprachen, 1899). Er hatte, wenn wir von der stomatoskopischen Methode absehen, die ja nur die Stellen bestimmt, wo Zunge und Gaumen einander berühren, dagegen kein Bild von der Gestalt der Zunge im Sagittaldurchschnitt gewährt, auf seinem Gebiete nur einen Vorgänger, Grandgent, der Anfang der 90er Jahre mit Lautbildern für das Englische und Deutsche hervorgetreten war. Aber Grandgents Methode war kaum eine exakte zu nennen, wenn sie auch den Anspruch erhob es zu sein. Mittelst ovaler, an einem Metalldraht befestigter Kartonplättchen wurde für verschiedene Laute der Abstand einiger Stellen der Zunge vom Gaumen bestimmt. Der Abstand der Hinterzunge von der Rachenwand wurde in der Weise „festgestellt", dass man den Zeigefinger in den Mund tief einführte und zwischen Zunge und Rachenwand so lange pendeln liess, bis man die Bewegung sich einigermassen eingeübt hatte. Dann wurde der Finger herausgezogen, die Bewegung des Fingers aus dem Gedächtnis wiederholt und ihre Weite festgestellt. Die Grandgentschen Bilder scheinen also mehr auf Schätzung als auf exakter Messung zu beruhen.

Atkinsons Verfahren bedeutet einen entschiedenen Fortschritt gegenüber seinem Vorgänger. Von dem Aussehen des Messapparats giebt die Abbildung auf dem deiser Nummer beigegebenen Prospekt eine klare Vorstellung. Ein gebogener Stahldraht ist in einer schmalen Hülse verschiebbar, die durch eine einfache Vorrichtung verschieden hoch an die oberen Schneidezähne und den Zahndamm in der Mittellinie des Mundes angelegt werden kann. Der Stahldraht wird so weit aus der Hülse geschoben, bis er die in die Stellung für einen bestimmten Laut gebrachte Zunge berührt. Der Apparat wird nun an einen Profilriss des harten Gaumens, der nach einem plastischen Abdruck genau gezeichnet ist, entsprechend angelegt und der Endpunkt des Stahldrahtes hier abgetragen. Darauf wird wieder der Apparat in einer etwas von der früheren abweichenden Stellung an den Gaumen des Sprechenden angelegt, der Stahldraht bis zur Berührung der Zunge herausgeschoben, und dieser Punkt nun wieder auf der Zeichnung vermerkt usw. So werden nach einander eine Menge Punkte des Zungenprofils bestimmt, desgleichen auch durch anderes Anlegen des Apparats im Munde nach einander Punkte der Profillinie des weichen Gaumens. Die einzelnen Punkte werden auf der Zeichnung verbunden und geben so ein Bild von der Stellung, die Zunge und weicher Gaumen bei der Artikulation eines bestimmten Lautes einnehmen. Atkinson hat solche Lautbilder für eine Reihe englischer, französischer und deutscher Vokale (alle von ihm selbst gesprochen!) in dem genannten Aufsatz veröffentlicht.

Digitized by Google

Wie gesagt, die Methode ist unvergleichlich zuverlässiger als die Grandgents. Freilich hat auch sie ihre Nachteile, auf die übrigens Atkinson selbst freimütig hingewiesen hat. Da bei jedem Versuch immer nur ein Punkt des Zungenprofils bestimmt werden kann, so ist eine grosse Anzahl Einzelversuche nötig, um den Einfluss zufälliger Artikulationsschwankungen auszugleichen und zuverlässige Durchschnittsbilder zu erhalten. Ein weiterer misslicher Umstand ist der, dass bei der relativen Unempfindlichkeit des Zungenrückens und des weichen Gaumens die Spitze des Stahldrahts oft erst die Zunge oder den Gaumen beträchtlich zusammendrücken muss, ehe ein deutliches Berührungsgefühl auftritt, in welchem Fall also der Apparat nicht die wahre Profillinie der Zunge und des Gaumens, sondern hier höhere, dort tiefere Punkte angiebt.

Die letzten Jahre haben uns nun freilich Methoden gebracht, die uns in den Stand setzen, auf eine bequemere und zuverlässigere Weise die Organstellungen bei der Hervorbringung der verschiedenen Sprachlaute zu bestimmen. Vor allem ist ja die röntgenographische Methode nunmehr soweit ausgebildet worden, dass sie auch für phonetische Zwecke mit Erfolg verwendbar ist. Das Röntgenbild hat den grossen Vorzug, dass es über die Stellung sämtlicher an der Lautbildung beteiligten Organe auf einer und derselben Platte Aufschluss giebt: über die Stellung der Lippen, der Kiefer, der Zunge, des weichen Gaumens, des Kehlkopfs.[1]) Für die Untersuchung der Laute endlich, bei denen die Zunge gegen Alveolen oder Hartgaumen artikuliert, habe ich kürzlich ein Verfahren gefunden, das es ermöglicht, mit verhältnismässig geringem Zeitaufwand und genügender Genauigkeit die Zungenstellung bei kurzen und langen (gespannten und ungespannten) Vokalen und bei Konsonanten unter Wahrung der natürlichen Sprechgeschwindigkeit zu bestimmen. Das Verfahren wird demnächst an anderem Orte beschrieben und zugleich die Ergebnisse einiger Untersuchungen über die Lautbildung im Deutschen, Englischen, Französischen und anderen Sprachen mitgeteilt werden.

Trotz der neuen Wege aber, die dem Lautforscher so zur Verfügung stehen, hat Atkinsons Methode nicht ihren Wert verloren. Selbst wenn ein Besitzer des Apparats sich nicht zur Ausführung systematischer Untersuchungen sollte entschliessen wollen, werden etwaige Bemühungen, mittelst des Atkinsonschen Verfahrens die eigenen Lautartikulationen zu bestimmen, nicht ohne Nutzen bleiben, schon durch die Schärfung des Muskelgefühls der Zunge, die erfahrungsgemäss derartige Versuche mit sich bringen.

Stockholm, im Okt. 1910. *E. A. Meyer.*

---

[1]) Vgl. u. a. E. A. Meyer, *Röntgenographische Lautbilder*, Medizinisch-pädagogische Monatsschrift für die gesamte Sprachheilkunde, 1907, und Max Scheier, *Die Bedeutung des Röntgenverfahrens für die Physiologie der Sprache und Stimme*, Archiv für Laryngologie, Bd. 22 (1909).

Digitized by Google

NEW VOLUMES IN NELSON'S LIBRARIES.

The recent receipt of several specimens of Messrs Nelson's various cheap and attractive series of modern copyright books gives us an excuse for briefly characterizing them and endeavouring to correct certain common confusions between them.

(i) **Nelson's [Sevenpenny] Library.** This series of modern copyright fiction (briefly described in the December 1907 number of *Moderna Språk*) has now been in course of publication for over three years; and the regular addition of two new volumes every month will bring the total number of books up to over ninety before the close of the present year. The last three or four additions have been sent us; and these happen to be of sufficient importance to have some claim on our limited space. The eighty-sixth volume—acknowledged and summarily characterized in our September number (p. 103)—was Mr ANTHONY HOPE'S *Chronicles of Count Antonio* [1895]. Mr Hope, though he seems scarcely to have fulfilled the brilliant promise of his youth, is a novelist to reckon with; but this book does not strike us as so useful to the foreign student of English as the volumes by the same author previously included in the Series—viz. *The God in the Car* [1894], *The King's Mirror* [1899], *Quisante* [1900], and (best of all) *The Intrusions of Peggy* [1902].

The Skipper's Wooing by one of our greatest living humorists, Mr W. W. JACOBS (no. 87), forms one single story (first issued in 1897 in conjunction with a gruesome story called *The Brown Man's Servant,* which might well have been included in this reprint), and is therefore a less representative specimen of the author's special gifts in humour and terror than his admirable collection of short stories already included in this Series—viz. *The Lady of the Barge* (no. 18).

Mr. MERRICK'S set of seventeen stories called, after the concluding one, *The Call from the Past* (no. 89), is more or less identical with the set of fifteen stories published in 1906, both in England and in the Tauchnitz Collection, under the title of *Whispers about Women:* they are highly ingenious and entertaining surprise stories, mainly about Bohemians and often in a kind of French-English that should prove interesting to teachers of both languages. The author's somewhat later long novel, *The House of Lynch,* has already been included in the Series (no. 81).

Finally, we come to a writer of heavier calibre and of widely ackowledged greatness in Mr. H. G. WELLS, whose *Invisible Man* forms the eighty-eighth volume in the Series. *The Invisible Man* (which makes the same kind of appeal to the present writer as Mr. Noble Simms' novel made to his "admirer") was first published in 1897 and belongs to somewhat the same category among his very varied and stimulating output as his earlier (and more serious) *Wonderful Visit* (1896) and his later (and more frivolous) *Sea Lady*

Digitized by Google

(1902): the strong element of the uncanny and the able development of the theme of the demoralizing effects of exceptional powers in the book invite comparisons with such recognized modern masterpieces as R. L. Stevenson's *Dr. Jekyll and Mr. Hyde* and Oscar Wilde's *Picture of Dorian Gray*. The Nelson Library now includes no fewer than six books by this writer, whose vivid and truthful presentment and penetrating criticism of modern civilisation place him in the very first rank among living British fictionists: viz. *The Invisible Man* [1887—No. 88], *[When] The Sleeper Wakes* [1889—No. 75], *Love and Mr. Lewisham* [1900—No. 54], *The First Men in the Moon* [1901—No. 66], *The Food of the Gods* [1904—No. 50], and (finest of all) *Kipps* [1905—No. 46]; while the companion series of non-fictional works called "Nelson's Shilling Library" (see below) includes what is perhaps the best of his serious sociological essays—that entitled *A Modern Utopia* [1905]. Perhaps one might be allowed to put up a petition for the inclusion of two other modern novels by Mr. Wells which derive their interest not only from a well-told and interesting story but from acute (and sometimes sharp) observations on current social and commercial conventions that often pass for morality—viz. *Tono-Bungay* [1908] and *Ann Veronica* [1909]. The Series contains an almost equally representative selection from the works of one of the more serious British women novelist-critic pourtrayers of modern society, viz. Mrs. HUMPHRY WARD; but unfortunately the lady's lengthiness often necessitates the use of painfully small type.

(ii) **Nelson's Shilling Library of Notable [Non-Fictional] Books** is of the same convenient format as the earlier fictional series, but is somewhat better printed and more strongly bound; and, so far as I am aware, the type is never so small and crowded as in several of the earlier volumes in the sevenpenny series. As the publishers truthfully say, the "Shilling Library makes accessible to the general public many recent copyright books of outstanding merit and interest, the price of which has hitherto put them beyond popular reach"; and the lists of several leading publishers have been ransacked for suitable books. The volume sent us (No. 47), *In India* by G. W. STEEVENS, is a collection of journalistic sketches which will bear comparison with Mr. Kipling's *From Sea to Sea*, and does not appear to suffer from the defects of Mr. Kipling's Indian globe-trotter, "Pagett, M.P.". The book would be found a serviceable companion to any of the Indian tales of Mr. Rudyard Kipling or of his numerous rivals as depicters of Anglo-Indian life; and it throws much light on the question of the success or failure of the British Ráj in India—which may be regarded as the supreme test of British political capacity. The Series is particularly rich in books on this important part of the British Empire: it includes such notable biographies as Captain TROTTER'S *Life of John Nicholson* and Sir A. LYALL'S *Life of Lord Dufferin*, such accounts of

Digitized by Google

frontier difficulties as Mr. EDMUND CANDLER'S *Unveiling of Lhasa* and Colonel DURAND'S *Making of a Frontier*, and the social sketches called *Simple Adventures of a Memsahib*, by Miss S. J. DUNCAN, whose novels take high rank in Anglo-Indian fiction. Mr. Steevens's "Prefatory Note" deals in an amusingly suggestive way with the often-felt difficulty of spelling and pronouncing Indian words: —

> The spelling of native words in the following pages is based on no system. There are a couple of dozen ways of spelling the names of some cities in India. The official method—invented, I think, by Sir W. W. Hunter—may be presumed to be philologically most correct; but in the case of well-known names it is impossible to use it. Who, for instance, if I spoke of *Kahnpur*, would ever guess I meant *Cawnpore*? In the case of less-known places—as *Jodhpur*—I have generally used this spelling, though perhaps wrongly. The best plan, if you could do it, would be to spell every name so that the English reader would pronounce it rightly at sight. It is absurd to write *Peshawar* and *Bajaur* when the last syllables are pronounced exactly alike—that is to rhyme with "flower." The first syllables of *Umballa* and *Amritsar* are sounded exactly alike—that is, like *u* in "umbrella" or the *a* in "thousand." But if once you try to spell phonetically you land in worse difficulties than ever. *Umritsar* is right if you think of "umbrella," but wrong if you think of "humour"; *Amritsar* is wrong by the first *a* in "Clapham," and right by the second. As for the final syllable, is it to be *Amritsar*, *Amritser*, *Amritsir*, *Amritsor*, *Amritsur*, or *Amritsr*? The last is least ambiguous; only then, once you take to leaving out vowels, why not say *Mritsr* at once?
>
> The only sensible conclusion, it seems, is to spell known names in the way that they are known; others, as you think they look best. This I have done, leaving the reader to pronounce them as he likes; which he would still do, whatever trouble I took with them.

(iii) **Collection Nelson.** This is a series of French books combining many of the merits of both the Sevenpenny and the Shilling Libraries of English books: it includes both fiction and other kinds of literature; and the type, paper and get-up generally are markedly superior to those of the English series and certainly come up to the publishers' own claims (see p. 118). The literary value of the texts and of their introductions does not fall within the province of the present writer.

(iv) **Nelson's New Novels** (2/- net): a series which was begun in April 1910, is being continued by the addition of one volume monthly, and is to contain not *reprints* (as in the two older series called "Nelson's Library" and "Nelson's Shilling Library"), but *new* works. The publishers definitely announce that "no work of unwholesome character or of second-rate quality will be included in the Series"; and certainly the authors so far secured have good names. The books are well printed on good paper, and are handsomely and strongly bound in green cloth: they are therefore cheaper in proportion to value received than the ordinary Continental editions, if bought at their proper price, 2 kr. Practically these books constitute one of the current attempts to supply for à florin what usually costs 4/6 net in the United Kingdom; but it is, of course, impossible to judge the value of the Series as a whole from the single volume sent—Mr. H. G. WELLS'S amusing *History of Mr. Polly*.

Digitized by Google

Despite the occasional presence of books of inferior and purely ephemeral interest, "Nelson's Libraries" maintain an astonishingly high level for series which are produced at such a low price that only books with a very wide popular appeal can possibly be included in them with any hope of profit. Such of our subscribers as are readers of English or French books should certainly keep an eye on these series and obtain those which they are likely to find to their taste (a point on which the meagre lists issued by the publishers give regrettably little guidance); while those who are *buyers* of English books would find it economical to get their supplies direct from England (a parcel of 22 volumes of the sevenpenny or shilling Series will cost 2/6 for postage, if sent "by sea-route *via* Gothenburg").

Lund, October 1910. *C. S. Fearenside.*

TWO EDITIONS OF CHAUCER.

(i) Chaucer's *Canterbury Tales: The Prologue.* Edited with Introduction and Notes by ALFRED W. POLLARD. pp. lxxiv+116 pp. 1*s.* 9*d.* London: Macmillan & Co. 1905 (first ed. 1903).

I am glad to have an opportunity of drawing attention to this excellent little book. Most students seem only to know Skeat's or Morris's editions of Chaucer; but Mr. Pollard's is an acquaintance well worth making.

In this edition the Prologue itself fills only 30 pages. It is enough to say about the text that it is sound and reliable. To facilitate reading, those end-vowels which should be pronounced are marked by a small point above: *faire* etc. I do not quite understand why line 691 has been struck out.

The rest of the volume contains:

(1) a General Introduction (pp. xi—lxxiv), which gives a short account of Chaucer's life, writings, language, and versification, the history and structure of the Canterbury Tales etc.

(2) Notes (pp. 31—102). These form the most important and original part of the book. We had better quote Mr. Pollard's own words in his Preface as giving the best idea of the aim of these notes: "I have devoted myself chiefly to annotating the *Prologue*, more especially those of its allusions which touch on English life in the 14th century. For understanding this life the *Prologue* is by far the most valuable document that has come down to us." It must be admitted that Mr. Pollard has succeeded admirably in his task, and that his notes really help us to understand Chaucer. Much of the material embodied in them is, of course, found also in other editions, but a good deal of it is new. It was a very good idea to illustrate the notes by reproductions of the pictures of the pilgrims found in the Ellesmere MS. Many expressions in the Prologue which may seem obscure at first sight will become perfectly clear on consulting these pictures.

Digitized by Google

(3) a short glossary.

The Squire's Tale and *The Knight's Tale*, also edited by Mr. Pollard, have been published by Messrs Macmillan & Co.

(ii) **Chaucer's *Canterbury Tales: The Prologue* and *The Knight's Tale*. Edited by A. J. Wyatt, M. A. pp. 208. 2*s*. 6*d*. London, W. B. Clive (University Tutorial Series).**

This edition follows principles somewhat different from those of the edition just discussed. Here the text fills 91 pages, the introduction 32, the notes 41, and the glossary 44 pages. To the 26 pages of the *Prologue* text correspond 24 pages of notes.

Mr. Wyatt, who is well known in philological circles as the editor of a useful *Béowulf*, seems to have made it his object to produce an edition of Chaucer containing what is necessary to understand the text without studying it at all deeply. His introduction contains a useful summary of leading facts. His notes are concise and to the point without offering any new contributions to the criticism of the text. The glossary, which is not the work of the editor but of Mr. S. J. Evans, M. A., is considerably fuller than Mr. Pollard's. The latter gives etymologies of only a few words: Mr. Evans conscientiously points out the source of every word — rather unnecessarily in many cases, one cannot help thinking. There are a considerable number of slips in the glossary. A few may be mentioned. *Chaar* is not from O. F. *carre*, *car*, but from O. F. *char*. — For *cope* 'cup' read *coppe*. — *haten* 'to call, be called' is not to be found in Chaucer. The form to be expected would more likely be *hooten*. — O. E. *hereberga* (under *herberwe*) is unrecorded; perhaps O. H. G. *heriberga* is meant. — O. E. *highđo* (under *highte*) is probably a clerical error for *hiehđo*. — *kowthe* 'renowned' is a plural form. — *lady*, O. E. *hlæfdige* is not a derivative of *hláford*. — *lodemenage* is doubtless a derivative of *lodeman* 'a pilot': it is certainly not a compound of O. E. *lad* and *menage*. — *Outridere* is translated 'one fond of riding about': The more correct rendering 'an officer of a monastery or abbey, whose duty was to look after the manors belonging thereto', is found in the notes p. 131. — For *povre* 'pour' read *poure*. — *Stroof* pret. belongs to *striven*, not to *strifen*.

It is difficult to pronounce an opinion on the text, as the editor omits to tell us what principles he has followed in making it up. This is another difference from Mr. Pollard's edition. As a matter of fact, the text seems to be identical in the main with Skeat's or Mr. Pollard's.

Mr. Wyatt's edition can hardly compete with more scholarly ones such as Professor Skeat's or Mr. Pollard's. Still, it is — at least if the glossary is excepted — quite trustworthy upon the whole and suited for its special purpose.

Lund, October 1910. ***Eilert Ekwall.***

Digitized by Google

BÜCHERSCHAU.

BIRG. SÄTERSTRAND, *Deutsche Stunden in der obersten Klasse einer schwedischen Realschule.* Skellefteå 1910.

Es mag dieses Büchlein beweisen was es will; eines ist sicher: es beweist *Interesse*. Und das ist einer der grossen Faktoren bei allem Unterricht. Für die beiden andern grossen Faktoren, theoretische Kenntnis und praktische Gewandtheit, wird gesorgt durch vieljährige Gymnasial- und Universitätsstudien und ein langes und langweiliges Probejahr. Verzeihung! Ich halte ja das Probejahr nicht für nutzlos: gute Ratschläge werden gewiss erteilt, schlechte Angewohnheiten werden gerügt und beseitigt. Aber wie gleichgültig erscheinen mir die verschiedenen »Methoden» im Vergleich mit dem lebendigen Interesse! Für die Erzpädagogen habe ich nun einmal herzlich wenig übrig.

Herr Säterstrand gebraucht keine langen Redensarten. Immer in medias res! Die Bekanntschaft seines jungen Schülers Helge Andersson machen wir einfach so: »Helge Andersson: Müssen wir das alles, was wir auf diese Weise lesen, im Examen können? Antwort: Nein, in der Beziehung braucht ihr gar keine Angst zu haben. Ich werde euch schon gelegentlich prüfen, aber ganz anders als ihr denkt». Elsa Svensson referiert Stinde, ohne erst vorgestellt zu werden. Petrus Lundmark schimpft über Herrn Mahlhubers Reiseabenteuer, als wäre er eine uns schon lange bekannte Autorität. Und als Repräsentanten für die allerjüngste Literatur Deutschlands lernen wir bald einen Untersekundaner aus Eisenach, bald ein Schulmädel aus Jena kennen.

Es weht ein frischer Wind durch das Ganze. Ich habe es eben deswegen mit Vergnügen gelesen. Und ich schreibe gern diese Zeilen darüber. Ich weiss wohl, dass manches Widerspruch hervorrufen wird. Schon gut! Meine Herren Kollegen, seien Sie meinetwegen von der Richtigkeit der eignen Erfahrungen und Anschauungen tief überzeugt. Die Durchsicht des Heftchens wird Ihnen doch nichts schaden.

Lund, im Okt. 1910. ***Ernst A. Kock.***

HANNAH WULFF: *25 Stunden Deutsch Sprechen.* ss. 142. Kr. 2: — (København, 1910: F. L. Lybeckers Forlag).

Das Bestreben, den Unterricht in den modernen Sprachen lebendig und anschaulich zu gestalten, erfährt dankenswerte Unterstützung durch ein kürzlich in F. L. Lybeckers Verlag zu Kopenhagen herausgekommenes Büchlein: 25 Stunden Deutsch sprechen von Hannah Wulff. Die Verfasserin wendet sich in ihrer mit 21 Originalzeichnungen versehenen Arbeit an erwachsene Anfänger und grössere Kinder; mit letzteren wird der Lehrer den Inhalt gewiss nicht in 25 Stunden bewältigen können, sondern bei zwei Wochenstunden wohl ausreichenden Stoff für ein ganzes Jahr oder mehr darin finden.

Digitized by Google

Gegenüber den Wandbildern bietet das Buch den Vorteil, dass alle Schüler den Anschauungsstoff unmittelbar vor Augen haben und nicht durch mangelnde Sehschärfe behindert werden können; gegenüber dem zu Thora Goldschmidts Unterrichtswerk gehörenden Bilderatlas mit der Fülle von Einzelgegenständen, die zu einander nur in loser Beziehung stehen, haben wir grösstenteils frisch und schlicht gezeichnete lebenswahre Bilder, die entschieden geeignet sind, das Interesse des Schülers zu erwecken, und die unwillkürlich zu der mannigfaltigsten Besprechung hinleiten. Bilder wie Haus, Wohn-, Esszimmer, Küche und Läden bieten eine Fülle von Stoff; überall erleichtern Ziffern neben den einzelnen Gegenständen die Verständigung zwischen Lehrer und Schüler. Die Gruppen von Fachausdrücken sind mit grosser Sorgfalt zusammengestellt; es begegnet einem wirklich gesprochenes Deutsch, der papierne Stil ist glücklich vermieden.

Kleine, recht lebendige Gespräche, einige kurze Briefe und eine Anzahl Gedichte sind zwischen die Stücke eingestreut, die die Bilder begleiten und dem Schüler die Vorbereitung bzgw. Wiederholung erleichtern werden.

Die letzte Stunde ist einer Darstellung der deutschen Reichs- und Gerichtsverfassung gewidmet, die in ihrer gedrängten Kürze offenbar auf eine sehr gute Quelle zurückgeht. Zwei kleine sprachliche Versehen wird der Lehrer selbst leicht berichtigen. Den Schluss des Ganzen bildet ein kurzer Abriss der Grammatik auf 23 Seiten.

Einige Fremdwörter, die nunmehr in Deutschland sogar anfangen unmodern zu werden, hätten wohl durch deutsche Ausdrücke ersetzt werden können; zum mindesten sollte sich im Text kein etc. oder ca. mehr finden.

Alles in allem ein sehr erfreuliches Büchlein, das Lehrern und Lehrerinnen bestens empfohlen sei.

Walter Karf,
Lektor vid Lunds Universitet.

ÖVERSÄTTNINGSÖVNINGAR.

Översättningar av nedanstående text till engelska, franska och tyska komma att införas i decembernumret av M. S. Översättningar, som insändas till redaktionen *före den 30 november,* komma att behandlas i de anmärkningar, som medfölja de i dessa spalter offentliggjorda översättningarna.

Jerusalems modernisering.

En medlem av Jerusalems kommunalråd har för en tidningsman omtalat, att den heliga stadens myndigheter för närvarande hålla på att rådslå om stadens modernisering. Man har redan begärt kostnadsförslag av europeiska firmor för byggandet av en modern vattenledning, för stadens kanalisering, för anläggandet av

Digitized by Google

elektriska spårvägar och införandet av elektriskt ljus. Alla dessa förbättringar skola till en början övertas av privata bolag, dock förbehåller sig stadsförvaltningen att efter loppet av några år få överta bolagens rättigheter. Anledningen till de stora reformerna är, att Jerusalems invånare nu insett, att de äro beroende av turisttrafiken och att de endast kunna öka denna genom att bjuda främlingarna större bekvämligheter. *S. D. S.*

Engelskt översättningsprov vid Realskoleexamen i maj 1910.

Liebe Mama! [1])

Nun bin ich schon eine ganze Woche hier,[2]) und sicher/lich/ wunderst Du Dich,[3]) weshalb (warum) ich nicht schreibe (noch nicht geschrieben habe). Ich habe hier aber alle diese Tage (jeden einzigen Tag, Tag für Tag) so viel zu tun gehabt, dass ich nie dazu gekommen bin (nie Zeit dazu habe finden können, Zeit dazu gehabt habe). Meine Kameraden gefallen mir sehr; [4]) und ich glaube, auch ich gefalle ihnen nicht übel. Ich wurde geradezu beliebt,[5]) als ich den Inhalt des Korbes, den Du mir mitgegeben hattest, verteilte. Binnen (Innerhalb, In) fünf Minuten (Es dauerte nicht [keine] fünf Minuten, so) waren alle Äpfel und Birnen verschwunden. In der Schule geht es mir ganz gut (komme ich recht gut vorwärts). Französisch ist mein bestes Fach. Unser Lehrer ist geborener (selbst, selber) Franzose und kann kein Wort Deutsch. Hätte ich nicht zu Hause französisch sprechen gelernt, würde ich wohl nicht viel von dem verstehen, was er sagt. Nun aber muss ich schliessen. Viele (herzliche) Grüsse an Papa und Ella /und an Dich selber/.

Dein treuer (dankbarer) Sohn
Walter.

1) Vertraulicher, besonders im Munde jüngerer Kinder: Mamachen, norddeutsch auch wohl: Muttchen.
2) Nicht gut: bin ich . . . gewesen.
3) Etwas gekünstelt: fragst Du Dich erstaunt.
4) „Ich liebe sehr m. K." wäre viel zu pathetisch, auch "ich habe sie lieb" wäre hier nicht am Platze.
5) „Populär" gehört nicht zu dem umgangssprachlichen Wortschatz üngerer Knaben.

E. A. Meyer.

A Mare's Nest.[1]

[The Swedish text will be found in M. S., IV, iii (April 1910), p. 36.]

A little (small) town in Brittany (Britanny, Bretagne) [Breton town] had (In a little town in Brittany there was) a mayor (maire)/,/ who was also (at the same time) an archaeologist (archæologist, archeologist, archaeologian, archæologue, antiquary, antiquarian).[2]

Digitized by Google

One day when (as) he was making (made) an excursion [was having (had) a ramble] in the countryside (country /round about/),[3] he discovered (found, descried) some stones /which (that) were/ piled (heaped) on (upon) one another (one upon the other). He was extremely (very, quite F) glad [highly (greatly) delighted (pleased)],[4] for he surmised (suspected, assumed, supposed) that it (this) was what /the/ archaeologists (etc.) call a dolmen (cromlech), that is /to say/ (i. e.), a table (cairn, mass, heap, pile) of stones (a megalithic sepulchral monument)[5] from (belonging to) ancient (prehistoric) times (ages). He went up (made his way) to the place (spot)[6] and found (discovered) that his supposition (surmise, conjecture)[7] was [his supposition (surmise, conjecture) to be] correct (right). On (After) his return home [When he /had/ returned (got back) home],[8] he summoned [called (gathered) together, assembled] all the savants (learned men, scholars) of the town and invited them to accompany [go (come) with][9] him the following (next) day to view (look at, see, inspect, investigate, examine) a newly(recently)-discovered dolmen. On the (The) following day/,/ when the learned (erudite) company (assembly, gathering)[10] approached (neared, drew near, drew nigh) the place of the mayor's discovery,[11] the eyes of all (everybody's eyes) sought (gazed around) in vain for a dolmen. "What are you looking for (seeking),[12] gentlemen?" asked (enquired) the peasant who owned (the peasant proprietor of) the land on which (whereon) they stood (were standing).[13] "A dolmen, a table of stones," answered (replied, returned) the mayor. "Oh! those old stones!" said the peasant, "I cleared (took) them away [removed (shifted) them, cleared them out /of the way/] and broke (smashed) them up (in pieces),[14] when I heard[15] /that/ such great (fine) folk (people)[16] were /a-/coming (were /going/ to come) here (hither).[17]

Notes and Comments.

(1) "A discovery that at first seems important, but turns out to be a fraud or hoax" (*Standard Dictionary*). Though the scene of the story is France, it is not necessary or advisable to pepper the piece with Gallicisms like *Bretagne*, *maire*, *archéologue*, *savants*, *savans*. The following comments deal exclusively with the more frequent and salient mistakes found in about a score translations by students of Lund University.

(2) *archaeologist* has a more scientific suggestion than *antiquary*, which imports little more than curiosity in antique curiosities: *antiquaries* themselves commonly deprecate the use of *antiquarian* as a noun. The term *burgomaster* is best kept for the Netherlands and Germany. 'who also was an archaeologist' and 'who was an archaeologist too' would both naturally mean that the mayor *as well as somebody else* was an archaeologist.

(3) The translations "in the rural districts" and "in the villages" given in Harlock-Wenström are not appropriate here, as they stand in contrast to 'the towns' rather than, as here, to the particular town in question: and moreover 'rural district' has the special meaning of an administrative area (contrasting with 'urban district').

(4) Not 'he became (grew, got) glad', because all these verbs of transition import a gradual process; and not 'he turned glad', for 'turn' implies a

Digitized by Google

marked transformation (e. g. in colour, belief, etc.). 'very' may qualify 'pleased', which is quite adjectival, but hardly 'delighted', which is still verbal.

(5) On these archaeologial terms see M. Pinot's note in M. S. IV. iii. p. 37. Apparently, however, British usage differs somewhat from French usage: with us *cromlech* is often used as a Briton (i. e. Welsh) equivalent for the Breton *dolmen*; and *cairn* (a Gaelic word) has come into such common use that it need not carry with it any specific technical meaning. And, as is shown by the classic passage from Beaumont quoted in I. E. R, p. 156, 'heap of stones' does not necessarily imply disorder. Nevertheless the best rendering is 'table of stones', which is both the apter description of a dolmen and also, apparently, the literal meaning of the Breton word.

(6) 'He went (walked) to the place (there)' would be used only if the place were at some distance; and 'set out for the place' imports departure, not arrival.

(7) 'presumption' and 'hypothesis' are both too learned and exact terms for use here: they imply much more advanced and complicated processes of reasoning than are here contemplated.

(8) The use of the verb 'come' here would involve the idea that we are placing ourselves in imagination at the mayor's house, whereas the real centre of interest in this story is obviously the dolmen. 'When coming home' = 'when he was on the way homewards'. 'When at home' = 'whenever he was at home'. 'Returned home, he called etc.' is somewhat too sophisticated and literary a use for so simple a narrative. 'At his return' means mere point of time or occasion; while 'by his return' would express either instrument or some time not later than the return.

(9) 'follow' means coming *after*, not *with*, the person in question.

(18) 'congregation', 'society' and 'association' would all mean an organized body not, as here, a fortuitous concourse of atoms; 'meeting' would be used rather of a stationary than of such a peripatetic assembly; and 'learned party', could suggest the comic application of the word 'party' to an individual.

(11) 'the place *for* the mayor's discovery' would express purpose: that is, it would mean the place where the mayor's discovery was to be made, not the place where it had been made. 'the place of the discovery of the mayor' converts his Worship from a Columbus into a Watling Island.

(12) 'What do you seek (look for, search for)' import habit rather than present occupation. Not 'what are you searching', for one searches a person or place *for* what one expects or hopes to find there.

(13) The word 'peasant', which specially means one who owns the soil he tills, is quite in place here, but is seldon appropriate in England, where such 'small landed proprietors' are rare, and where 'farmer' is usually the safer term to employ. Both the relative clauses in this complex sentence being restrictive, no commas are to be inserted after 'peasant' and 'ground'.

(14) Inversion of predicate and object being comparatively rare in England, and the object in this case being separated from the verb by the words "said the peasant," it is better to regard the words 'those old stones' as exclamatory and to resume them in a pronominal object. If one omits 'them', one almost inevitably falls into ridiculous misunderstandings: e. g. 'I got away and broke (got broken) into pieces' = 'I succeeded in making my escape and suffered the fate of the celebrated lady of Charing Cross' [Gothenburg]. 'I brought them away' = 'I conveyed them to where I now am'.

(15) 'when hearing' = 'at the moment that I heard'.

(16) Not (in ordinary present English) 'so fine (fashionable) people'; 'people' in the sense of 'persons', 'a number of individuals', takes a plural, not a singular verb; and 'such gentle people' would import 'gentleness', not 'genteelness' nor 'gentility'.

Lund, 22 September 1910. *C. S. Fearenside.*

Digitized by Google

TILL REDAKTIONEN INSÄNDA SKRIFTER.

A. Franska och Tyska Böcker.

24. **Brète, Jean de la**, *Mon Oncle et mon Curé.* Introduction [pp. 9] par Madame Félix-Faure-Guyau ("Collection Nelson": publiée sous la direction de Charles Saroléa). 160×105 mm. pp. 271. Frcs 1.25. (Paris—Londres—Édimbourg—New-York, 1910: Nelson).

["Chefs-d'œuvre de la littérature. Chaque volume contient de 250 à 550 pages. Format commode. Impression en caractères très lisibles sur papier de luxe. Illustrations hors texte. Reliure aussi solide qu'élégante. Deux volumes par mois." Des volumes par About, Balzac, Bourget, Bordeaux, Cherbuliez, Daudet, Maeterlinck, Tolstoi, de Vogüé etc. paraîtront dans le courant de l'année 1910.]

25. **Ehrke, Karl**. *Mehr English und Französisch!* 195×130 mm. ss. iv+28. Preis? (Marburg, 1910: N. G. Elwert).

[Inhalt: Geht es ganz ohne Latein? Französisch und Englisch oder Lateinisch und Griechisch? Französischer und englischer Kulturunterricht. Die verschiedenen Schularten. Erziehungsschulen.]

26. **Oldenberg, Hermann**. *Aus dem alten Indien: drei Anfsätze über den Buddhismus, altindische Dichtung und Geschichtschreibung.* 195×130 mm. ss. viii+110. M. 2.—. (Berlin, 1910: Gebrüder Paetel).

27. **Säterstrand, Birg.** *Deutsche Stunden in der Obersten Klasse einer Schwedischen Realschule.* 210×170 mm. ss. 36. Pris? (Skellefteå, 1910: S. Nya Tidning). [Se s. 113 l]

28. **Wulff, Hannah**. *25 Stunden Deutsch Sprechen: für Erwachsene, Anfänger und Grössere Kinder.* 185×120 mm. ss. 142. 21 Original-Zeichnungen. Kr. 2. (København, 1910: J. L. Lybecker). [Se ss. 113—114 l]

B. Engelska Böcker.

29. **Browne, H. B.** *Short Plays from Dickens: for the Use of Amateur and School Dramatic Societies.* (Second Edition). 105×135 mm. pp. xv+198. 22 Illustrations (by 'Phiz', George Cruikshank, George Cattermole, and Marcus Stone). 2/6 net. (London, 1910: Chapman & Hall).

30. **Galsworthy, John**. *Justice: a Tragedy in Four Acts* [First produced at the London Repertory Theatre, 21 February 1910]. 165×125 mm. pp. viii+111. Wrappers, 1/6 net. (London, 1910: Duckworth).

31. —— *A Motley* [22 stories, studies and impressions, written between 1899 and 1910]. 195×130 mm. pp. viii+256. 6/. (London, 1910: Heinemann).

32. —— *Plays, The Silver Box* [1906], *Joy* [1907], *Strife* [1909]. 180×135 mm. pp. 89+94+110. 6/. (London — Third Impression — 1910: Duckworth).

33. —— *Villa Rubein and Other Stories* [A Man of Devon, A Knight, Salvation of a Forsyte, The Silence]. 190×130. pp. 398. 6/. (London — Revised Edition — 1910: Duckworth).

Nos. 30—33 include all the plays and two collections of stories (old and new, but all recently revised and published) of one of the most original and eminent of living English writers—of whom a detailed examination is intended in an early number of *Moderna Språk*.

Nelson [Sevenpenny] Library [of Copyright Fiction]. 160×110 mm. Frontispiece. 7*d.* net. (London—Edinburgh—Paris—Leipzig: Thomas Nelson & Sons). Latest Additions (September, October 1910):—

34. **Jacobs, W. W.** *The Skipper's Wooing* [No. 87—21 Sept.] pp. 270.
35. **Merrick, Leonard.** *The Call of the Past.* [No. 89—15 Oct.] pp. 277.
36. **Wells, H. G.** *The Invisible Man.* [No. 88—1 Oct.] pp. 275.

[See notice, pp. 108—109.]

Digitized by Google

Shakespeare, The Tutorial (University Tutorial Series). 180×120 mm. 2/- each. (London, 1908—10: W. B. Clive):—

37. —— *As You Like It.* Edited by A. R. Weekes. pp. xxxii+137. Index.

38. —— *Coriolanus.* Edited by A. J. F. Collins. pp. xl+216. Index.

39. —— *Hamlet.* Edited by S. E. Goggin. pp. xlviii+208. Index.

40. —— *Julius Caesar.* Edited by A. F. Watt. pp. xxxii+160. Index.

41. —— *King Lear.* Edited by S. E. Goggin. pp. xlviii+196. Index.

42. —— *The Merchant of Venice.* Edited by S. E. Goggin. pp. xlviii +130. No index.

43. —— *A Midsummer Night's Dream.* Edited by A. F. Watt. pp. xxxii+105. No index.

44. —— *Richard II.* Edited by A. F. Watt. pp. xxx+158. No index.

45. —— *The Tempest.* Edited by A. R. Weekes. pp. xxx+119. Index.

[The Tutorial Shakespeare is issued by the same firm, with the same efficiency, and for the same purposes, as Mr. Wyatt's edition of Chaucer's *Prologue*, which is noticed elsewhere in this number (p. 112)]

46. **Sidgwick, Frank** (Editor). *Ballads and Poems illustrating English History.* 170×120 mm. pp. viii+211. 1*s.* 6*d.* (Cambridge 1907—9: University Press).

47. **Steevens, G. W.** *In India* (Nelson's Shilling Library, No. 47). 160×110 mm. pp. 380. Portrait. 1/-net. (London—Edinburgh—Dublin—New-York, 1910: Nelson). [See notice, pp. 109, 110]

48. **Synge, M. B.** *Great Deeds in English History* ("Modern English Texts", No. VII). With Explanatory Notes by E. A. Kock & A. Chr. Thorn. 195×135 mm. pp. iv+104. Kr. 1: 10. (Lund, 1910: Gleerupska Uuiversitetsbokhandeln).

49. **Uhrström, W.** *Little Willie's Stories.* (Engelska Författare, 17). 200×130 mm. pp. 46. Limp, 85 öre. (Stockholm, 1909: P. A. Norstedt).

[A capital collection of simple, varied, and well-phrased anecdotes, suitable for reproduction and printed with exceptional regard for English typographical practice — except that the hyphen in *bricklayer*, 18.2, should be transferred to *bird-fancier*, 13.2.]

50. **Walker, Hugh.** *The Literature of the Victorian Era.* 205×135 mm. pp. viii+1067. 10*s.* net. (Cambridge, 1910: University Press).

[Illuminating reading and (despite the absence of bibliographies and chronological tables) invaluable for reference: *it should be on the shelves of every teacher of English who can afford it and in the library of every school in the world where English is taught.*

51. **Wells, H. G.** *The Story of Mr Polly.* ("Nelson's New Novels"). 190×130 mm. pp. 374. Coloured frontispiece. 2*s.* net. (London—Edinburgh—Paris—Leipzig, 1910: Nelson). [See notice, p. 110]

52. **Wyatt, A. J.** *The Tutorial History of English Literature* (University Tutorial Series). Third edition, enlarged by a chapter on the Age of Tennyson (pp. 48) by H. Clay. 180×120 mm. pp. xi+272. 2/6. (London, 1909: W. B. Clive).

[The new chapter is as workmanlike as the parent book (briefly noticed in S. M. R. X, p. 207), but perhaps there is an undue proportion of necessarily condensed cut-and-dried criticism to facts; and the fact that the new chapter does not touch the period of well-nigh twenty years since the death of Tennyson (not even Stevenson being included) will greatly diminish its value for foreign students.]

C. Tidskrifter.

The Federal Magazine and All-Red Mail: Monthly Record of the League of the Empire. No. 57, October 1909, 3*d.* monthly.

The practical work of the League of the Empire has been to promote co-operation between the different Countries and Colonies of the Empire, mainly in affairs connected with education (e. g. by the interchange of teachers), and to afford full and correct information regarding them (e. g. in Prof. A. F. Pollard's monu-

Digitized by Google

mental complication entitled "The British Empire: its Past, its Present, and its Future"), so that the duties of citizenship may be better understood and appreciated, and personal and active interest inspired in the great problems connected with the Empire's conditions and progress. One wonders whether the design on the badge of the League is an "absent-minded beggar" of a perversion of the Union Jack or a deliberate alteration thereof to make it still further approximate the "All Red" Ideal.

Modern Language Teaching: the Official Organ of the Modern Language Association. Edited by WALTER RIPPMANN. 6*d.* monthly. (London: A. & C. Black).

October 1910 (Vol. VI. No. 6): W. G. Lipscomb, Henry Weston Eve [obituary notice of an eminent head-master and teacher of Modern Languages]; Compulsory Greek at Oxford; M. L. Hart, The Teaching of Composition [a contribution to the 'Discussion' described in M. S. IV. vi, p. 99]; Marie L. Barker, Four Months in a French Lycée [viz. Lycée de Jeunes Filles de Versailles: to be compared with Dr. Korlén's Articles on Foreign Assistants in the April 1909 and June 1910 numbers of *Moderna Språk*]; impressions by various visitors of the Holiday Courses at Grenoble, Honfleur, Lübeck, and Neuwied. Also a suggestive unsigned criticism (not without value to Swedish teachers of modern languages) of the opinions of M. Hovelaque, which were summarised in the July number of M.L.T., and especially of his dictum: "il ne faut jamais demander à l'élève un effort qui puisse le conduire à l'erreur — which the critic paraphrases as "he must never be called upon to do anything for himself."

School World: a Monthly Magazine of Educational Work and Progress. 6*d.* net monthly. (London: Macmillan).

October 1910 (vol. XII. No. 142): J. W. Iliffe, Education at the British Association (several excellent papers read at which meeting are printed in the September and October numbers, — e. g. on the School Journey, School Gardening, and the Relation of Science to Industry and Commerce); Emily E. Kyle, The Home and Education Congress at Brussels.

University Correspondent & Educational Review: an Educational Journal devoted mainly to London University Matters. Nos. 590, 591 (17 May, 1 June, 1910). Bi-monthly: annual Subscription; 2*s.* 6*d.*; 1*d.* per number. (London: W. B. Clive).

17 May: S. E. Goggin, Hamlet; C. M. Drennan, The Four Ages of Poetry [a notice of the theories of T. L. Peacock].

1 June. Shakespeare's King Lear; History of the British Dominions.

In the varied and interesting 'notes' contained in these numbers comes the following quotation from a paper by Mr. J. S. Thornton: "In the four countries of Northern Europe, more than half the efficient secondary schools are in private hands, and nearly the whole of the onward advance in education has taken place in those schools".]

Vor Ungdom: Tidskrift for Opdragelse og Undervisning, utgivet af Pædagogisk Selskab under Redaktion af Dr. NIELS BANG. (København: Gyldendahlske Boghandel, Nordisk Forlag).

Majhæftet 1910. Review, by O. K. Jørgensen, Alf. Brahde's *Conversation Reader.*

Junihæftet 1910. L. H. Hansen, Undervisning om det Sexuelle for Drenge i Overgangsalderen; Axel Dam, Tilegnelse af fremmede Sprog gennem underbevidst Hjernearbeide.

Septemberhæftet 1910. Georg Bruun, Af en Skolemands Læsning [amongst other things defending English public schools from recent attacks and dealing with the educational dangers of Biographs]; N. Skarvig, Den Anden Internationale Kongres for Folkeskoleundervisning.

Oktoberhæftet 1910. S. Nygård, Litteraturhistorieundervisning og Abracadabra; Sofie Skotte, Lidt om Kunsten at lære Børn at læse; Chr. Geisler, Vor Skolesangundervisning paa det Nordiske Skolemøde i Stockholm mm.

LUND 1910, A.-B. SKÅNSKA CENTRALTRYCKERIET.

Digitized by Google

MODERNA SPRÅK

SVENSK TIDSKRIFT FÖR UNDERVISNING I DE TRE HUVUDSPRÅKEN TYSKA, ENGELSKA, FRANSKA

UTGIVEN AV

C. S. FEARENSIDE :: E. A. MEYER :: C. POLACK

UNDER MEDVERKAN AV E. RODHE

ÅRG. IV. viii. (39) * LUND * November 1910

NOTE.—*Several versions of the Leaving Certificate test-pieces are perforce held over till the December number, which will also contain the continuation and conclusion of* M. POLACK'S *Notes Lexicographiques sur Cyrano de Bergerac.*

UPPSATSÄMNEN VID HÖSTENS STUDENT-EXAMEN.

A. **ONSDAGSUPPGIFTER** [16/11/10].

Uppgifter för uppsats på *tyska* eller *franska* för real-gymnasiet samt på *tyska* eller *engelska* eller *franska* för latin-gymnasiet.

1. Vilket skolämne intresserar dig mest?
2. Skildring av en ångbåtsfärd.
   Ungefärligt innehåll: avsked från hemmet — reskamrater — målet för resan — båten lägger ut — resans förlopp — framkomst — intryck av resan.
3. Brev till en vän.
   Ungefärligt innehåll: kom i förgår hit till staden för att börja terminen igen — tråkigt lämna hemmet och landet — inackorderad i en trevlig familj — beskrivning på familjen — övriga där boende — nya kamrater — hälsningar.

B. **FREDAGSUPPGIFTER** [18/11/10].

Uppgifter för uppsats på *engelska* eller *franska* för realgymnasiet.

1. Hur tillbragte du julen 1909?
2. Mitt inträde i skolan.
   Ungefärligt innehåll: ålder — skolbyggnadens belägenhet och utseende — intryck av lärare och kamrater — håg för vissa ämnen — förhoppningar, som väckas för framtiden.
3. Brev.
   Ungefärligt innehåll: tackar för en inbjudan till landet — kan ej komma nu — anledningen därtill — skall med glädje komma senare — nyheter om bekanta — hälsningar till adressatens anförvanter.

Digitized by Google

HÖSTENS STUDENTSTILAR: (i) ONSDAGSUPPGIFTER.

Tyskt översättningsprov för real- och latingymnasiet.

Europas historia har knappt att uppvisa en större och hastigare förändring i ett lands politiska ställning än den, som träder i dagen, om vår tids Tyskland jämföres med samma land för hundra år sedan. År 1810 var Tyskland icke blott söndersplittrat och oenigt, utan det var förtrampat och utsuget av övermodiga främmande erövrare. Till lands var det vanmäktigt, till sjöss utan någon som helst betydelse. Vilken genomgripande förändring har icke inträtt sedan dess! Två gånger har Tyskland besegrat sin arvfiende, och nu är det världens starkaste militärstat. Bismarcks stolta ord »vi tyskar frukta ingen utom Gud» ha blivit sanning. Tyskland har också skapat sig en flotta, som är ägnad att ingiva respekt till och med hos havens hittills obestridda härskarinna, England, ehuru Englands flotta ännu är överlägsen Tysklands. Det kan ej heller bestridas, att Tyskland har genomlevat ett århundrade av storartad materiell utveckling. I handel och industri har det gått ofantligt snabbt framåt. Isynnerhet under de senare årtiondena har Tyskland också i dessa båda hänseenden tillkämpat sig en mycket framstående plats bland världens folk.

Übersetzung.

Die Geschichte Europas (Die europäische Geschichte)[1]) hat kaum eine grössere und raschere (schnellere)[2]) Veränderung /in/ der politischen Stellung eines Landes aufzuweisen als die, welche sich ergiebt[3]), wenn wir das heutige (moderne) Deutschland (das D. von heute, das D. unserer Tage) mit demselben Lande vor hundert Jahren vergleichen. Im Jahre 1810 war Deutschland nicht nur zersplittert und uneinig, sondern es war auch von übermütigen fremden Eroberern zertreten und ausgesogen. Zu Lande war es ohnmächtig, zur See ohne irgend welche (jede, jegliche, jedwede) Bedeutung. Welch[4]) durchgreifende Veränderung ist seitdem /nicht/ eingetreten! Zweimal hat Deutschland seinen Erbfeind besiegt, und nun ist es der stärkste Militärstaat der Welt. Bismarcks stolzes Wort »Wir Deutschen fürchten Gott, aber sonst nichts in der Welt»[5]) ist zur Wahrheit geworden. Deutschland hat sich auch eine Flotte geschaffen, die geeignet ist, sogar dem bisher unbestrittenen Beherrscher (Herrscher)[6]) der Meere, England, Achtung (Respekt) einzuflössen, obwohl (wenn auch) Englands Flotte noch der Deutschlands überlegen ist. Es lässt sich auch nicht bestreiten (Es kann auch nicht bestritten werden), dass Deutschland ein Jahrhundert grossartiger materieller Entwicklung durchlebt hat. In Handel und Industrie ist es ungeheuer rasch vorwärts geschritten (hat es ungeheuer [ungemein] rasche Fortschritte gemacht). Besonders während der letzten Jahrzehnte hat sich Deutschland auch in diesen beiden Hinsichten einen hervorragenden Platz unter den Völkern der Welt erkämpft.

Digitized by Google

Anmerkungen.

1) Nicht gut: „die Geschichte von Europa".
2) „hastig" bekanntlich=aufgeregt schnell.
3) Die nächstliegende wörtliche Übersetzung: „zutage tritt" erscheint mir weniger gut.
4) Nicht: „welche".
5) So der authentische Wortlaut. Da das Wort häufig zitiert wird, hat es vielleicht sein Interesse, die Äusserung in ihrem Zusammenhange anzuführen. In seiner Reichstagsrede am 6. Febr. 1888 sagte Bismarck mit Bezug auf die drohende Haltung Russlands: „Wir können durch Liebe und Wohlwollen leicht bestochen werden — vielleicht zu leicht — aber durch Drohungen ganz gewiss nicht! Wir Deutschen fürchten Gott, aber sonst nichts in der Welt, und die Gottesfurcht ist es schon, die uns den Frieden lieben und ehren lässt".
6) Nicht „Beherrscherin" — *das* England.

E. A. M.

Übersetzung.

Die europäische Geschichte (die G. Europas, E—s G.) hat kaum eine grössere und schnellere (geschwindere, raschere, hastigere)[1]) Veränderung /in/ der politischen Stellung (Lage) eines Landes aufzuweisen[2]) als die, die[3]) zu Tage tritt (an den Tag kommt, zum Vorschein k.), wenn man (wir) das Deutschland unsrer Zeit (Tage) (das heutige [zeitgenössische] D., unser h—s [z—s] D.) mit demselben Lande vor hundert Jahren (vor einem Jahrhundert) vergleicht (v—en) [wenn das D. — verglichen wird],[4]) (als die, die bei Vergleichung des Deutschland[5]) — zu Tage tritt). Im Jahre 1810[6]) war Deutschland nicht nur zersplittert (zerrissen) und uneinig, sondern auch von übermütigen fremden Eroberern niedergetreten[7]) und ausgesogen. Zu Lande war es ohnmächtig, zur See[8]) ohne jede (jedwede, irgend welche) Bedeutung. Welche (Welch eine, Was für eine) durch(ein)greifende Veränderung ist /nicht/ seitdem eingetreten? Zweimal hat Deutschland seinen Erbfeind besiegt, und jetzt ist es der stärkste Militärstaat der Welt[9]). Bismarcks stolze Worte (Die st—n W. B.): Wir Deutsche fürchten Gott, aber sonst nichts in der Welt![10]) sind /zur/ Wahrheit geworden. Deutschland hat sich auch eine Flotte geschaffen, die geeignet (fähig, befähigt) ist, sogar der englischen Nation,[11]) der bisher unbestrittenen Beherrscherin der Meere, Achtung[12]) einzuflössen, obwohl (obgleich) Englands Flotte der (derjenigen) Deutschlands (der deutschen) noch überlegen ist. Es kann auch nicht bestritten werden (geleugnet w.) (Es ist auch nicht zu bestreiten [zu leugnen]), dass Deutschland ein Jahrhundert grossartiger materieller Entwicklung er(durch)lebt[13]) hat. In Handel und Industrie hat es unglaublich schnelle Fortschritte[14]) gemacht (ist es unglaublich schnell fortgeschritten).[15]) Besonders (Namentlich, Vor allem, Insbesonderen, sonderheit) während der (in den) letzten Jahrzehnte(n) hat sich Deutschland auch in diesen beiden Beziehungen[16]) einen ganz hervorragenden Platz unter den Völkern der Welt erkämpft.

Digitized by Google

Anmerkungen.

1) nicht gut: schleunigere, eiligere.
2) nicht: aufzuzeigen = demonstrare.
3) „welche" ist papiernes Deutsch; man scheue sich nicht, das Wort „die" zwei- oder dreimal hintereinander zu gebrauchen.
4) etwas veränderter Sinn: wenn D. zu unserer Zeit — — —
5) beachte: des heutigen Deutschland ohne Genitivendung.
6) nicht gut: das Jahr 1810.
7) „zertreten" auch möglich, hätte aber hier nicht übertragene Bedeutung; man würde dabei an die zerstampften Äcker denken.
8) „Zu Wasser" und „Zu Lande" ist zwar eine gebräuchliche Gegenüberstellung; der marinetechnische Ausdruck lautet aber „zur See". Die Mannschaften des Beurlaubtenstandes treten sieben Jahre nach dem Beginn ihrer Dienstzeit zur Landwehr bzgw. Seewehr über; Wasserwehr bedeutet Abwehr des Hochwassers in den Bergen u. der Sturmfluten an den Küsten.
9) weniger gut: auf, in, von der Welt.
10) Der richtige Text des Bismarckschen Ausspruches (Reichstagsrede über den Dreibund vom 6. Februar 1888) wäre z. B. aus Büchmann, Geflügelte Worte leicht festzustellen gewesen.
11) Es ist nicht möglich, das Neutrum England mit dem Femininum Beherrscherin (bzgw. Herrscherin über die Meere) zu verbinden. Ebensowenig passt das Wort unbestritten zu der Bezeichnung für eine Person; vgl. unbestrittene Meinung, Äusserung, Herrschaft. Das Ganze wäre besser so zu fassen: — — — sogar England Achtung einzuflössen, das bisher eine (die) unbestrittene Herrschaft über die Meere ausübt, obwohl dessen (seine) Flotte — — —
12) „Respekt" vermeidbares Fremdwort.
13) Trotz der meisten Wörterbücher ist durchgelebt unmöglich.
14) „Einzahl" unmöglich.
15) Schnell vorgehen (in einer Sache) = etwas schnell unternehmen, schnell seine Massnahmen treffen.
16) Mehrzahl „Hinsichten" ist sehr selten.

Lund, den 18. November 1910. ***Walter Karf.***

Franskt översättningsprov för real- och latingymnasiet.

Jeanne d'Arc föddes 1412 i den lilla byn Domrémy. Hon var begåvad med en livlig fantasi och gick ofta och drömde i skogen bredvid sitt hem. Hon kunde varken läsa eller skriva. Hon ägnade sig åt hushållsbestyr, spann, sydde och vaktade fåren. Frankrike härjades under hennes barndom av ständigt krig med engelsmännen, och hon såg ofta sina bröder komma hem sårade från någon drabbning med en fientlig trupp. »Mitt hjärta blöder», brukade hon säga, »då jag ser en fransmans blod». — Då hon vid fjorton års ålder en sommardag befann sig i sin fars trädgård, fick hon plötsligen bland träden se ett stort ljus, och hon hörde en stämma säga: »Jeanne, gå och befria Frankrikes konung och återgiv honom hans rike»! Dylika uppenbarelser återkommo ofta under de följande åren, och slutligen beslöt hon, fast hon kände sin svaghet, att lyda den hemlighetsfulla rösten.

Digitized by Google

Thème français.

Jeanne d'Arc naquit[1] en 1412 dans le petit village de Domrémy. Elle était[1] douée d'une vive imagination et allait souvent rêver[2] dans la forêt près de (voisine de) sa demeure. Elle ne savait ni lire ni écrire. Elle s'occupait[3] (se livrait, s'adonnait) aux soins du ménage, filait, cousait, et gardait les moutons. Pendant son enfance, la France était désolée (dévastée, ravagée) par des guerres incessantes avec les Anglais, et Jeanne[4] voyait souvent ses frères revenir blessés de quelque combat (bataille) avec une troupe ennemie. »Mon cœur saigne, avait-elle coutume de dire, quand je vois le sang d'un Français (du sang de Français, du sang français)»[5]. — A 14 ans, se trouvant (comme elle se trouvait) un jour d'été dans le jardin de son père, elle vit soudain (tout-à-coup) entre[6] les arbres une grande lumière, et elle entendit une voix dire (disant): »Jeanne, va délivrer le roi de France et rends-lui son royaume!» De semblables visions (apparitions) revinrent (se reproduisirent) souvent pendant les années suivantes, et finalement Jeanne se décida, bien qu'elle sentît[7] sa faiblesse, à obéir à la voix mystérieuse.

Notes.

(1) A l'imparfait suédois, de même qu'à l'imparfait (prétérit) des autres langues germaniques, correspondent en français deux temps tout-à-fait distincts, l'imparfait et le passé défini, dont l'emploi est nettement déterminé par le sens.

Le *passé défini* s'emploie pour un fait *entièrement accompli* à un *moment déterminé* (défini), ou pour des faits qui se sont succédé dans le passé. Il implique l'idée de *non-durée.*

L'imparfait exprime un fait *non entièrement accompli* (imparfait) à un moment du passé, un état qui a duré dans le passé. Il implique l'idée de *durée.*

Le passé défini est le *temps historique* par excellence; il est obligatoire pour tous les faits précis qui forment la trame d'un récit. Ex.: Jeanne d'Arc naquit en 1412... A 14 ans, elle entendit des voix... Elle alla trouver le roi... Elle délivra Orléans... Elle mourut sur le bûcher, en 1431. — Par contre, on emploie *l'imparfait* pour les circonstances secondaires et celles qui ont eu une durée, pour les actions habituelles, répétées, ou simultanées. Ex.: Elle était douée d'une vive imagination (état permanent)... Elle allait souvent rêver (répétition)... Elle ne savait ni lire ni écrire (ignorance constante)... Elle s'occupait des soins du ménage (occupation habituelle)... etc.

Le passé défini et l'imparfait sont, on le voit, tout-à-fait distincts l'un de l'autre; la distinction n'est pas moins nette entre ces deux temps et le *passé indéfini*, qui, comme l'indiquent les mots eux-mêmes, exprime un fait entièrement accompli (passé) mais à un moment indéterminé (indéfini). Ex.: Jeanne d'Arc est née en Lorraine.

Il est vrai que, dans la langue courante, on tend de plus en plus à substituer le passé indéfini au passé défini. On entend dire par exemple: Jeanne d'Arc est née en 1412. C'est un abus qui fait perdre à la langue française de sa précision et qu'il est préférable de ne pas tolérer chez les élèves. [On tâchera toutefois d'éviter les formes peu harmonieuses de la 1ère et de la 2ème personnes du pluriel du passé défini; nous allâmes, vous sortîtes... etc.].

Digitized by Google

(2) La langue française ne coordonne pas le verbe *aller* et celui qui en précise le sens (gick och drömde); le second verbe se place sous la dépendance immédiate du verbe *aller* et, par suite, se met à l'infinitif.

(3) On peut dire: *s'occuper de* ... et *s'occuper à* ...

S'occuper de s'emploie pour l'occupation principale, pour la profession, pour un travail dont on a la charge. Ex.: De quoi vous occupez-vous? — Je m'occupe d'affaires commerciales. Je m'occupe de peinture, de littérature. La mère de famille s'occupe des soins du ménage etc....

S'occuper a, c'est employer son temps à des choses secondaires, à des travaux considérés comme passe-temps, ou dont on n'a plas charge complète. Ex.: à quoi vous occupez-vous les jours de fête? — Je m'occupe à de petits travaux de jardinage, de menuiserie etc....

Ici, on pourrait employer indifféremment l'un ou l'autre. Toutefois on dira plutôt d'une maîtresse de maison: »elle s'occupe des soins du ménage«; et d'une jeune fille qui aide sa mère: «elle s'occupe aux soins du ménage».

(4) »elle» pourrait donner lieu à une équivoque, le sujet de la proposition précédente étant un nom féminin »la France».

(5) Pour désigner l'espèce ou marquer une distinction, on ne met pas d'article devant le déterminatif. Ex.: du sang de bœuf, du vin de Bourgogne, du lait de vache etc....

La meilleure traduction serait: »quand je vois couler le sang d'un Français», le verbe »couler» précisant le verbe »voir» et introduisant en outre un sens partitif.

(6) »*Entre les arbres*» signifie que la lumière filtrait par les intervalles qui séparaient les arbres. Le sens de »*parmi les arbres*» serait plutôt que la lumière brillait *au milieu* d'un grand nombre d'arbres.

(7) Après »bien que» toujours le subjonctif.

École des Hautes Études Commerciales **P. Méaly.**
Stockholm, 19 november 1910.

Engelskt översättningsprov för latingymnasiet.

Käre kusin!

Jag skall icke lätt glömma de förtjusande dagar jag tillbragte ute på landet hos er i vintras. Bror John och jag äro fortfarande ense om att er bal var en av de roligaste vi någonsin varit med på. Här i staden lider nu säsongen mot sitt slut, och, sanningen att säga, skulle jag icke ha mycket emot att den redan vore till ända. Du minns nog från vår skoltid, hur glad jag brukade vara, när våren, som vi hade gått och väntat på så länge, äntligen kom. Detta berodde verkligen icke uteslutande därpå, att jag hade ledsnat på läxorna. I år har våren kommit tidigare än vanligt, och John och jag ha redan gjort ett par uppfriskande promenader i stadens omnejd. Vi stiga på spårvagnen nästan vid vår port och åka med, så långt linjen räcker. Sedan är det endast några hundra steg, tills man är ute bland skogsdungar och ängar. Tusen vänliga hälsningar!

Din tillgivne Walter.

Digitized by Google

(i) A Lund Version.

My dear (Dear) Cousin [Dear my cousin (coz) **AF**],

I shall (I'll) not (I shan't) easily (lightly **A**) forget the delightful (charming, lovely, enchanting, entrancing) days I spent (passed) with you [at your place (house, home), with your family (people, folk)] in the country last (in /the/) winter. My brother (Brother) John (Johnny, Johnnie, Jack) and I are still agreed (still agree, continue to agree) [are still (continue to be) at one (in agreement, of one mind) in thinking] /that/ your ball (dance, hop **F**) was one of the nicest (pleasantest, jolliest **F**, most enjoyable, most pleasant, gayest, merriest) we have (we've, we had, we'd) ever been at (to) [gone to] (we ever were at, were ever at) [at which we have etc. ever been, to which we have ever gone]. Here in town (In town here) the season is now drawing (now draws) to its (a) close (/an/ end) [is now nearing its end] (the end of the season is now approaching), and, truth (sooth **A**) to say (to tell the truth), I'd not (I wouldn't) mind (have any objection) [I'd (I would) have no objection] if it were (were it **A**) already at an end (over, ended, finished, concluded) [over etc. already]. You /will/ remember, I suppose (I fancy, I daresay, I doubt not), how glad I was (used to be, was wont to be) in my school-days when the spring that (which) [when Spring, which] we had been looking forward to so long (been so long awaiting) [to which we had so long been looking forward, had been looking forward for such a long (so long a) time, for which we had so long been waiting] came at long last (at last, at length). This (That) was not (wasn't) really exclusively (solely) [As a matter (In point) of fact (The fact is), that was not exclusively (solely)] due (due exclusively, due solely) to the fact (circumstance) that I had (to my having) grown (got, become) [to my being] tired (weary) of /my (the)/ lessons (schoolwork, the grind of school **F**). This year the spring (Spring) has come (arrived) earlier than usual (it usually does); and John (Johnny, Johnnie, Jack) and I have already had a couple of (one or two) bracing (refreshing) walks (tramps) [a refreshing walk etc. or two] in the neighbourhood (environs) of the town. We step (get) on (onto) [take] the (a) tram (tram-car, tramway-car, street-car **Am.**, trolley-car **Am.**), almost at our (the) very door, and go with it (ride) as far as the line goes (extends) [to the journey's end]. After that (Then) it is only (but) some (a few) hundred (hundreds of) paces (steps, yards) before (and we) are out among groves (copses, coppices, spinneys) and meadows. Kindest regards (Warmest remembrances, Heartiest greetings, Best love, The top of the morning to you).

Yours affectionately (ever) [Your friend (Friend)], (Your affectionate Walter (Wal, Walt).

Lund, 16 November 1910. *C. S. Fearenside.*

Digitized by Google

(ii) A Gothenburg Version.

NOTE.—The parts of the following version which agree with the renderings given precedence in the Lund version are printed in *italics:* these parts may be regarded as giving a normal and natural translation. Where the versions differ (and a comparison is not without value), the Gothenburg version may generally be regarded as more impromptu—more like a real letter—and the Lund version as more selective and deliberate—more like a bit of artificial composition (like the original?). Be it observed that both translators have either ignored or shied at several renderings which seem especially attractive to Swedes. *C. S. F.*

My dear Cousin [or name],

I shall not easily (soon) *forget the delightful days I spent* in the country with you last winter. *My brother John and I still* think (are still of one mind, are still of one opinion) *that your ball was one of* the most enjoyable (the jolliest) *we have ever been at* (taken part in). Here (Here in town) *the Season is drawing to* a *close* (coming to an end) *and, truth to tell* (to speak the truth), *I shouldn't mind* (object, care) much *if it were already* over. You must remember (will remember, I am sure) in our school days *how glad* I used to be when /the/ spring, which we had been waiting for so long, *came at last.* It [That] wasn't (was not) really due exclusively to my having *grown* (got F) *tired of lessons. This year* spring *has come earlier than usual, and John and I have already had* (taken) *some* brisk (enjoyable) *walks in the* suburbs and beyond [in the environs of the town *(stiff)*, in the country round about *(free)*]. *We get on* (take) *the tram almost at our door and* ride to the terminus (as far as the tram goes). Then *it is only* a few hundred steps, and you are *among groves* (woods) *and meadows.* With *kindest regards,*

Your affectionate (Yours ever,)
Walter.

Gothenburg, 18 November 1910. *G. E. Fuhrken.*

(ii) FREDAGSUPPGIFTER.

Franskt översättningsprov för realgymnasiet.

Min käre bror!

I går kväll kom jag till Paris, och redan nu — klockan är blott 9 på morgonen — skriver jag för att berätta dig, att resan varit mycket lyckad. Jag stannade en dag i Köpenhamn, som föreföll mig att vara en mycket angenäm stad, större och livligare än Stockholm, fastän Stockholm är mycket vackrare. I Berlin tillbragte jag tre dagar och besåg åtminstone de viktigaste av stadens sevärdheter. Ehuru själva staden inte är särskilt intressant, finns där mycket att se. Köln är mitt bästa minne från resan. Den

Digitized by Google

väldiga katedralen gjorde ett imponerande intryck på mig, och dock fann jag nästan ännu mera nöje i att bese de övriga gamla kyrkorna, som alla äro i hög grad intressanta. Nu gäller det att väl använda tiden i Paris. I morgon eller i övermorgon skall jag utförligt skriva till dig om mina första intryck härifrån.

Hälsa alla och skriv snart!

Din tillgivne broder Axel.

Thème français.

Mon cher frère,

Je suis arrivé[1] hier soir à Paris, et je t'écris déja — il n'est que 9 heures du matin — pour t'annoncer que le voyage a été très réussi. Je me suis arrêté un jour à Copenhague, qui m'a paru (m'a fait l'effet d') une ville très agréable, plus grande et plus animée que Stockholm, quoique Stockholm soit plus jolie[2]. A Berlin, j'ai passé trois jours, et j'ai visité au moins les principales curiosités de la ville. Bien qu'en elle-même celle-ci ne soit pas particulièrement intéressante, il y a là beaucoup à voir. Cologne est mon meilleur souvenir du voyage (le meilleur souvenir de mon voyage). L'énorme cathédrale m'a fait une impression imposante; et cependant j'ai trouvé presque (peut-être) plus de plaisir encore[3] à visiter les autres vieilles[4] églises qui toutes ont (offrent, présentent) un grand intérêt. Il s'agit maintenaut de bien employer le temps (mon temps) à Paris. Demain ou après-demain, je t'écrirai (je t'enverrai) des détails sur mes premières impressions d'ici.

Dis bien des choses (bien des choses affectueuses) à tous (Salue tout le monde de ma part) et écris-moi bientôt!

Ton frère affectionné

Axel.

Notes.

(1) En principe le *passé défini* s'emploie pour une action accomplie à une époque déterminée du passé ou pour une succession de faits dans un récit; tandis que le *passé indéfini* exprime une action accomplie, soit à une époque qui n'est pas précisée, soit dans une période de temps qui dure encore. Ex.: J'ai lu ce livre. J'ai lu ce matin. J'ai lu ce livre cette semaine. J'ai fait un voyage ce mois-ci. — Par extension, quand le fait s'est passé dans une période de temps entièrement écoulée mais si récente qu'elle peut presque être considérée comme la période actuelle, l'usage s'établit de plus en plus d'employer le passé indéfini. Ex.: Je suis arrivé hier soir à Paris. — Lorsqu'il s'agit d'un fait passé dont l'effet dure encore, on se sert également du passé indéfini. Ex.: L'énorme cathédrale m'a fait une impression imposante [l'impression subsiste].

D'une manière générale, la distinction logique entre le passé défini et le passé indéfini tend à disparaître dans le français moderne, le second de ces temps se substituant de plus en plus au premier. Il faut le déplorer; mais cet usage devient si général qu'on est obligé finalement de l'admettre, et c'est pourquoi nous avons employé le passé indéfini dans cette traduction.

Digitized by Google

(2) Stockholm est *jolie* ou *joli*. Certains auteurs adoptent le féminin, d'autres le masculin. La même incertitude plane sur le genre de quelques noms de villes. En général on considère que les noms de villes sont du masculin, principalement ceux qui ne se terminent pas par un «*e*» muet. Sont féminins par contre ceux qui dérivent d'un féminin latin ou dont le genre féminin a été consacré par l'usage. — Personnellement nous préférons, pour l'oreille, «Stockholm est grande et belle», plutôt que «Stockholm est grand et beau».

(3) «Je trouvai peut-être encore plus de plaisir» serait trop lourd; il faut éviter de rapprocher les adverbes.

(4) «*Vieux*» se dit des êtres et des choses qui existent depuis longtemps. Ex.: Un vieil homme, une vieille église, une vieille famille, un vieux meuble.

«*Ancien*» s'emploie parfois dans le même sens. Ex.: Une église très ancienne. Respecter les anciennes traditions.

Mais le vrai sens du mot »ancien» est le sens étymologique (latin populaire: anteianum, du radical: ante = avant):

1° qui a existé avant (et n'existe plus). Ex.: Les anciens peuples de la Gaule. L'ancienne Rome.

2° qui existe depuis une époque antérieure (idée de comparaison). Ex.: Dans l'armée les anciens soldats sont mieux traités que les nouveaux. L'ancien continent, le nouveau continent.

3° qui a occupé antérieurement (et n'occupe plus) telle ou telle fonction. Ex.: C'est un ancien officier devenu commerçant.

École des Hautes Études Commerciales *P. Méaly.*
Stockholm, 20 novembre 1910.

Engelskt översättningsprov för realgymnasiet.

Många svenskar föreställa sig England som ett slättland, vilket i allmänhet icke kan uppvisa några höjder jämförliga med vad vi i mellersta och södra Sverige kalla för berg. Ur engelska geografien vet man visserligen, att det finns bergstoppar i Wales och i nordvästra England, som stiga till 3000 fot och därutöver. Men med undantag av dessa tänker man sig landet såsom flackt, visserligen något ojämnt här och där, men helt och hållet saknande mera betydande höjder. Detta är ett misstag. England har nog förmånen av att vara rikt på vidsträckta fruktbara slätter, vilkas enformighet dock i allmänhet minskas därav, att deras yta är vågig; men det äger till och med i sin sydligare del flera höjder och höjdsträckningar, som vi skulle utan tvekan ge namn av berg, ifall de låge i Västmanland eller söder därom. Malvern Hills, t. ex., i västra England, är ett ganska aktningsbjudande berg, om man bedömer det efter svensk måttstock. Det lyfter sin gröna, rundade rygg 1400 fot över havet och är alltså betydligt högre än Kinnekulle och Mösseberg. Som det ligger på en låg slätt, tar det sig rätt ståtligt ut.

Digitized by Google

A Lund Version.[1]

Many Swedes[2] picture (represent) England to themselves as [imagine (fancy, think) England to be (that England is)] a flat (level) country (a plain)[3] which cannot, as a rule, (which, as a rule, cannot) show (produce)[4] any heights (eminences, elevations) comparable with (to) [to be compared (which bear comparison) with (equal to)] what we call[5] mountains[6] (hills) in central (Central) and southern (Southern) Sweden [the Centre (centre) and /the/ South (south) of Sweden, in Mid-Sweden and /in/ South-Sweden] (what in central and southern Sweden etc. we call mountains etc.).[7] From English geography (the geography of England), it is true, (It is true that from English geography) we know (one knows) [English geography tells us, it is true, (certainly tells us)] that there are mountain peaks (summits) in Wales and /in/ the north-west of (north-western) England which (that) rise to (reach)[5] /a height of/ 3,000 ft. (feet) and upwards (more). Buth with these exceptions (the exception of these) one thinks (we think) of the country as flat (level) [a plain],[8] if (though) certainly somewhat (rather) uneven[9] here and there, but entirely (altogether, quite) destitute (devoid) of (lacking in, without) any /very/ considerable (important)[10] heights (eminences, elevations). This (That) is a mistake (a misapprehension, an error, incorrect). England has, no doubt (doubtless, to be sure), the advantage[11] of being rich in [richly (plentifully) supplied with] extensive (wide, broad, large) /and(,)/ fertile (fruitful) plains, whose monotony (the monotony of which), however, is (is, however,) usually (, as a rule, generally, in general) lessened (mitigated, alleviated, diminished) by the fact that their surface (by their surface being) undulating;[12] but even in its more southerly (southern) part/s/ (sections, regions) it (she) possesses several heights and uplands [ranges (chains, groups) of hills or individual (isolated) heights (eminences, elevations)] to which we should[13] unhesitatingly (without hesitation) give [on which we . . . bestow, to which we should have no scruple (hesitation) in giving] the name of mountain/s/, if they lay (were situated)[5] in Westmanland (Vestmanland, Västmanland) or further south (for the south thereof). The Malvern Hills, for instance (for example),[14] in the West (west) of (western) England (in . . . England, for instance), are (form) quite an (a quite) imposing (considerable) [a by no means (not at all) unimposing (inconsiderable)] range of mountains (hills), if one judges (we judge, you judge) them [they are (be) judged] by a Swedish standard. They lift (raise)[5]) their green, rounded ("bow-headed")[15] ridge (back, chine) 1400 (fourteen hundred, one thousand four hundred) feet above sea-level (the sea, the sea level, the level of the sea), and are thus (accordingly, consequently, therefore) considerably (distinctly, perceptibly) higher (loftier) than Kinnekulle and Mösseberg. As they stand (are situated)[5] on (in) a low-lying (low) plain, they make quite a fine show [present (make) quite an imposing (a magnificent, a grand) appearance].

Digitized by Google

Notes and Comments.

(1) General Note.—Besides one or two grammatical difficulties (for instance, choice of the form of the present tense to be adopted for *stiga*, *lyfter*, *ligger*, and the question of the use of the definite article or not before "Malvern Hills"—misleadingly described as "ett berg"), there are a good many difficulties in vocabulary or choice of words. These latter difficulties, however, will have been inconsiderable to properly prepared candidates, who will, as a matter of course, read something in English about the geography of England. The first chapter in the *England and America Reader* and the third chapter in the *Intermediate English Reader* treat this matter (though somewhat slightly); but the most illuminating account in any English reader accessible to me is the extract from Mr. & Mrs. J. R. Green's admirably clear *Geography of the British Isles* which forms the opening chapter in C. G. Morén's *Engelsk Läsebok* (a book which has a dull appearance but contains much valuable matter that has not been equalled by its more modern competitors). The fifth page, for instance, contains the following dozen words which are of utility in this piece: *mountains*, *plains*, *monotonous*, *fertility*, *surface*, *wide*, *undulating*, *broken*, *low*, *uplands*, *compare with*, *fruitfulness*, *advantages* (twice).

The annexed remarks are based mainly on the scripts of actual candidates, but these have been eked out by the translations of my pupils.

(2) 'Many Swedish people' suggests a contrast with members of others nations, and 'several' seems unduly to restrict the number.

(3) 'think England like' suggests a mere belief in a general resemblance, not a mental image, while 'imagine England as a plain', on the other hand, exaggerates the element of imagination in the mental picture. Though 'plain' can doubtless be used as an adjective in this sense of 'level', the expression 'a plain country' is best avoided as more naturally meaning a land that is either 'simple' or (more probably) 'ugly'.

(4) 'show up' = expose an /unsuspected/ evil side.

(5) In all these five cases the use of the continuous form suggests a temporary and alterable rather than an habitual or fixed state of things.

(6) 'mount', like 'isle', is used in poetical language or in proper names.

(7) The word-order 'we in central Sweden' would certainly suggest 'we inhabitants of Central Sweden'. The form 'south' as an adjective in front of a noun usually forms part of a kind of compound proper noun, rather than a mere attribute: so too with 'mid', below.

(8) Not 'we think the country as flat (a flat, a flat thing)'.

(9) 'rugged' and even 'irregular' are too strong; and so is 'dotted with roughnesses' (which would also be more naturally used of a map or a face than of a country. Not 'some uneven'—'some' as an adverb being excessively American: cf. Mamie Wick's first meeting with Peter Corke.

(10) The use of 'more' would be extremely puzzling in English here, as it would import some definite comparison—e. g. with the elevations implied in the word 'uneven'—which is far-fetched 'some'.

(11) 'benefit' would imply a benefactor, whether God or Nature; just as, in what follows, 'extended' would imply the process by which the said benefactor enlarged the plains.

(12) 'wavy' seems unduly graphic: unlike 'undulating', it actually conjures up the vision of waves.

(13) 'which we would give'. The omission of 'to' might occur in the spoken language, and 'heaps' of English-speaking people would here use 'would': nevertheless they are not likely to occur in careful writing.

(14) The abbreviation 'e. g.' should not be used except at the beginning of a sentence to illustrate something connected immediately preceding.

(15) The expression is from Mr. Kipling's splendid poem on "Sussex" (in *The Five Nations*).

Lund, 19 November 1910. ***C. S. Fearenside.***

Digitized by Google

REALSKOLESTILAR, H. T. 1910.

Tyskt översättningsprov.

Weimar den 1 augusti 1910.

Bäste Herr Doktor!

Enligt löfte vill jag nu meddela Eder några intryck från Weimar. Jag anlände hit i går och befinner mig alltså i den stad, där de två skalder levat, om vilka hela världen talar med beundran. I morse gjorde jag en promenad genom staden. Särskilt tilltalade mig den förtjusande stadsparken, där det finns så mycket, som påminner om Goethe. Sedan besökte jag Goethes hus, som nu har förvandlats till ett museum. Här synes allt vittna om ett förnämt välstånd. Ett helt annat intryck gör Schillers hus. Dess yttre är nog ganska täckt, men rummen äro så torftiga, att man nästan gripes av vemod, när man träder in i dem. — Nästa måndag reser jag till Jena. Var god och hälsa lilla Anna. Jag skall snart sända en vacker leksak, som jag lovat henne.

Er tillgivne
Ernst Skog.

Übersetzung.

Weimar, den (d.) 1.[1]) August (VIII.) 1910.

Lieber[2]) Herr Doktor! (,)[3])

Wie ich versprochen habe[4]), will ich Ihnen jetzt (nunmehr) einige Eindrücke aus Weimar mitteilen (schildern, berichten). Ich kam (langte) gestern hier an und befinde mich also in der Stadt, in der (wo) die zwei (beiden) Dichter lebten (gelebt haben), von denen die ganze Welt mit Bewunderung spricht[5]). Heute morgen machte ich einen Spaziergang durch die Stadt. Besonders sprach mich der entzückende (reizende, wunderschöne) Stadtpark (Park) an (gefiel mir der — — —), in dem (wo) es so vieles gibt, was an Goethe erinnert. Dann (Später) besuchte ich Goethes Haus, das jetzt in ein Museum verwandelt (zu einem M. umgewandelt) ist.[6]) Hier scheint alles von einem vornehmen Wohlstand zu zeugen (Zeugnis abzulegen). Einen ganz anderen Eindruck macht Schillers Haus (das H. Sch—s). Sein (Dessen) Äusseres[7]) ist wohl ganz nett (hübsch, freundlich), aber die Zimmer (Räume, Stuben) sind so dürftig (einfach, bescheiden), dass man fast (beinahe) von Wehmut ergriffen[8]) (gepackt) wird, wenn man /in sie/ /hin/eintritt (dass man beim Eintritt [Eintreten] . .). — Nächsten Montag reise ich nach Jena. Bitte grüssen Sie Ännchen (Klein-Ännchen, die kleine Anna). Ich werde (will) ihr bald ein hübsches Spielzeug[9]) (was[10]) Hübsches zum Spielen) schicken, wie ich ihr versprochen[11]) habe.

Ihr ergebener
Ernst Skog.

Digitized by Google

Anmerkungen.

1) Der Punkt, der die Grundzahl zur Ordnungszahl macht, darf nicht fehlen.
2) „Bester" hat leicht einen ironischen Nebensinn.
3) Falls Komma gesetzt wird, ist das erste Wort des Textes mit kleinem Anfangsbuchstaben zu schreiben.
4) auch: „gemäss meinem Versprechen" — gemäss mit dem Genitiv ist nicht zu empfehlen [Duden]. „Entsprechend meinem Versprechen" wegen des Gleichklangs entschieden zu vermeiden.
5) weniger gut: „redet".
6) lieber nicht „worden ist"; denn man denkt nicht an den weit zurückliegenden Vorgang, sondern an den bestehenden Zustand.
7) Unbedingt falsch: „Dessen Äussere"; schlecht: „Das Äussere desselben".
8) unmöglich: „gegriffen".
9) Das Wort „Spielsachen" hat keine Einzahl.
10) Beachte die familiäre Form für „etwas", das natürlich auch stehen kann.
11) Einem Kind kann man nichts geloben.

Lund, den 18. November 1910. ***Walter Karf.***

Übersetzung.

Weimar, den 1. August 1910.

Lieber Herr Doktor!

Wie versprochen (Meinem Versprechen gemäss) will ich Ihnen nun einige Eindrücke von Weimar mitteilen. Ich kam (langte) gestern hier an und befinde mich also in der Stadt, in der (wo) die beiden Dichter gelebt haben, von denen die ganze Welt mit Bewunderung spricht. Heute früh (Heut' in der Frühe; Heute morgen) machte (unternahm) ich einen Spaziergang (eine Promenade) durch die Stadt. Besonders (Vor allem) mutete mich der entzückende Stadtpark an (gefiel mir d. e. St.), in dem es so vieles giebt (sich so vieles findet), was an Goethe erinnert (der so viele Erinnerungen an Goethe in sich birgt [enthält]). Dann (Danach) besuchte ich Goethes Haus (das Goethehaus), das nun in ein Museum verwandelt ist. Hier scheint alles von einem vornehmen Wohlstande zu zeugen. Einen ganz anderen Eindruck macht (erweckt) Schillers Haus. Äusserlich (Von aussen) sieht es ja wohl ganz hübsch aus (Äusserlich macht es sich ja wohl ganz hübsch; Das Äussere desselben ist wohl ganz hübsch [nett]), die Zimmer aber (aber die Zimmer) sind so dürftig (ärmlich), dass man fast von Wehmut ergriffen wird, wenn man in sie eintritt. — Nächsten Montag (Montag nächster Woche) reise ich nach Jena. Wollen Sie, bitte, Annchen (Ännchen) von mir grüssen (Grüssen Sie, bitte, Annchen von mir; Seien Sie so gut und grüssen Sie A. von mir). Ich werde bald ein schönes Spielzeug (eine schöne Spielsache) [etwas Schönes zum Spielen] schicken, wie ich ihr versprochen habe.

Mit bestem (ergebenem) Gruss
Ihr
Ernst Skog. ***E. A. M.***

Digitized by Google

Engelskt översättningsprov.

London den 20 juni 1910.

Käre Albert!

Tack för brevet, som jag fick i går. Jag är nu i London. Härom dagen for jag ut till Ascot för att se kapplöpningarna. Jag har aldrig sett någonting så intressant. Det var säkert över fem tusen personer där. Som jag inte kunde se mycket av hästarna, så studerade jag folklivet i stället. Medan jag stod och lyssnade till vadhållarnas [1]) rop, hörde jag någon bakom mig, som talade svenska. Det var din gamle skolkamrat Harry Wester och hans syster. De kände inte igen mig först. Han är nu bosatt i London och förtjänar mycket penningar genom att giva sjukgymnastik. [2]) Klockan sex återvände vi hem tillsammans. — Som jag snart kommer att lämna London, är det bäst att du adresserar ditt nästa brev till Welwyn igen.

Din tillgivne broder
Robert.

[1]) vadhållare = *bookmaker*. — [2]) sjukgymnastik = *gymnastic treatment*.

A Visit to Ascot.[1]

London, 20/th/ June (June 20/th/), 1910 [20/6(vi)/10].

My dear (Dear) Albert (Bert, Bertie),[2]

Thanks (Many thanks, Thank you) for the letter that (which) [your letter (epistle, note), which] I got (received) yesterday. I am now in London (I'm in London now). The other day I went over (out) to Ascot[3] /, in order/ to see (for the purpose of seeing) the races.[4] I've (I have) never seen anything so interesting (entertaining).[5] There were certainly (, I am sure,)[6] over (more than) five thousand (5000) people (persons, souls) there (present). Not being able (Being unable) to [As I could not (couldn't, was unable to)] see much of the horses (the gees F), I studied humanity [mankind, social life, the life (manners and customs) of the people, the passing throng, the passers-by] instead. While I stood (was) listening (was standing listening, stood and listened)[7] to the shouts (cries) of the bookmakers (bookies F), I heard somebody (someone) speaking (talking) [that (who) spoke (was speaking)] Swedish behind me (at my back). It was your old schoolfellow (schoolmate, school chum, chum at school), Harry Wester, and his sister. They didn't recognize me (know me /again/) at first. He is now living (settled, resident) in London and makes (earns)[8] a great (good) deal (a deal, a lot F) of (much) money (is making his pile F) by giving gymnastic treatment. At 6 (six) o'clock (6 p.m.) we returned (went back home) together. — As I shall soon be leaving (leave) London [shall be leaving (leave)

Digitized by Google

London soon (shortly)], you'd (you had) better [it would be best (better) for you to] address (direct)[9] your next letter to Welwyn again.

Your affectionate Brother (brother),[10]
Robert (Bob, Bobby, Bobbie, Rob).

Notes and Comments.

(1) A useful account of a visit to Ascot is contained in S. J. DUNCAN, *An American Girl in London* (ch. xxi); while visits to Epsom Races are described in GEORGE MOORE, *Esther Waters* (a very fine novel), and in HALL CAINE, *The Christian* (reprinted in *England and America Reader*). The following brief comments are based exclusively on actual scripts.

(2) 'Dear Albert' is a distant greeting — too distant for a blood-brother (as distinct from a "B. B.")

(3) 'went for Ascot' = (*a*) 'attacked Ascot'; (*b*) made a great effort to get to Ascot' F.

(4) 'to look at the race-meeting': 'look at' suggests a more stable (!) object; one would 'attend' rather than 'see' a 'race-meeting'.

(5) Not 'something so interestingly'; and preferably not (in a non-literary letter) 'a thing so interesting'.

(6) 'surely' does not usually express *certainty*, but *hope* or *aspiration*.

(7) 'When I stood listing (hearing) .... a person behind me, who spoke Swedish'. (*a*) 'When' does not give the same sense of duration as 'while'; (*b*) 'listing' is far too poetical, and 'hearing' too specific; and (*c*) the relative sentence, especially when cut off from the principal sentence by a comma, disguises the fact that what Robert heard was not so much a *person* as 'Swedish being talked'.

(8) 'earns' suggests that Harry is a wage-earner, not a person is business on his our account: 'gains' represents him as one who sells wares rather than services.

(9) Not 'it is best that you address' (at any rate in ordinary Present English); and not ('nohow') 'you had best (better) to adress'.

(10) 'Your affectionate friend' is quaint if the letter is addressed to a real brother.

Lund, 21 November 1910. *C. S. Fearenside.*

Engelskt reproduktionsprov.

(Före uppläsningen lämnas lärjungarna följande upplysningar: *put up* = taga in (på ett hotell), *whereabouts* = läge, *perplexity* = bryderi, förlägenhet, *wire* = telegram, *request* = begäran.)

A German gentleman, on his first visit to Paris, telegraphed to his wife immediately upon his arrival, informing her that he had arrived safely, and telling her the name of the hotel where he was putting up. In the evening he went to the theatre. After the performance he started off for his lodgings, but was unable to find the way, having quite forgotten the name and the whereabouts of his hotel. In his perplexity he made his way to the nearest telegraph-office and sent a message to his wife, asking her to telegraph at once to the post-office in which he was waiting, the address he had given her in his wire of the morning. His wife's astonishment at this strange request may easily be imagined.

LUND 1910, A.-B. SKÅNSKA CENTRALTRYCKERIET.

Digitized by Google

MODERNA SPRÅK

SVENSK TIDSKRIFT FÖR UNDERVISNING I DE TRE HUVUDSPRÅKEN
TYSKA, ENGELSKA, FRANSKA

UTGIVEN AV

C. S. FEARENSIDE :: E. A. MEYER :: C. POLACK

UNDER MEDVERKAN AV E. RODHE

ÅRG. IV. ix. (40) * LUND * December 1910

Till våra ärade prenumeranter!

Det stora intresse för *Moderna Språk*, som visade sig i en betydlig ökning av prenumerantantalet för 1910 års årgång har gjort att redaktionen redan nu bestämt sig för att även under år 1911, efter i huvudsak samma grunder som föregående år, utgiva tidskriften.

En del förändringar bliva emellertid nödvändiga både med hänsyn till medarbetare och tidskriftens utgivningssätt. Först och främst finna sig M. POLACK — den egentlige grundaren av *Moderna Språk* liksom av dess föregångare *Skandinavisk Månadsrevy för undervisning i de tre hufvudspråken* — och lektor E. A. MEYER nödsakade att draga sig tillbaka, båda på grund av ökade andra göromål, den förre även på grund av det långa avstånd, som numera skiljer honom från utgivningsorten och som under senaste året gjort det omöjligt för honom att taga någon som helst del i redaktionsarbetet. Före feriernas slut kan emellertid ingenting med bestämdhet sägas beträffande eventuella efterträdare.

För det andra har erfarenheten visat, att vårt löfte att publicera examensnumret inom sex dagar efter sista skrivningens slut definitivt måst uppgivas. Dels vållar den omständigheten, att respektive medarbetare bo på vitt skilda platser, betydande svårigheter för utgivaren, dels torde i de flästa fall nyttan av ett så pass sent publicerande vara tämligen problematisk för stilrättande lärare. Redaktionen erbjuder sig i stället att till de direkta prenumeranter, som så önska, dagen efter, eller senast andra dagen efter, varje särskild skrivning sända ett korrekturavdrag innehållande översättning (av minst två utlänningar)

Digitized by Google

med noter. För varje text erlägges en avgift av 1 kr., eller för samtliga språk under årets båda examensperioder, 5 kr. för studentexamen och kr. 2: 50 för realskolexamen. — Om detta erbjudande mottages med den välvilja redaktionen anser det förtjäna, så skall red. göra sitt bästa att söka anskaffa översättningar från alla utländska lektorer i Sverige; det måste nämligen anses som alldeles självklart, att flera av varandra oberoende översättningar av en och samma text äro av betydligt större värde än *en* översättning, vore den än så utmärkt.

De prenumeranter, som under dessa förutsättningar önska tidskriften även 1911, behagade insända prenumerationsavgiften (kr. 5: 25) — för vilket ändamål en postanvisning bifogas — helst innan detta års utgång under adress *Moderna Språk, Lund.*

Första numret av femte årgången — vilket redan ligger i det närmaste tryckfärdigt och bl. a. innehåller översättningar av den stilsvenska, som tryckts i Oktoberhäftet — utkommer i början av Januari 1911 och tillställes samtliga prenumeranter för innevarande år. Andra numret ålägges dock postförskott till dem, som ej innan den 31 Januari insänt prenumerationsavgiften eller ock återsänt första häftet.

Redaktionen.

MODERNA SPRÅKS LÅNBIBLIOTEK.

Though my former proposals to form a loan library for Swedish teachers of modern languages attracted such a small number of subscribers that I temporarily dropped the scheme, yet I have not ceased to believe that something of the kind is desirable, and indeed necessary. Accordingly, now that my new appointment in Stockholm gives me a comparatively stable abiding-place in a central position, I exhume my old project by sending out with this number the catalogue of the books which were for some years placed at the disposal of, and extensively used by, the Lund English Society, and which could equally well be used by members of other English Societies or of individual members of *Moderna Språks Lånbibliotek.* This catalogue is evidently out-of-date, but it may serve to give some idea of what is even now available. It goes without saying that this use of a private haphazard collection of books is not an ideal arrangement; but it may serve as a stop-gap until something better can be devised. Concerning which and kindred matters I hope to have a word to say in the January number of *Moderna Språk.*

Lund, 21 December 1910. *C. S. Fearenside.*

Digitized by Google

NOTES LEXICOGRAPHIQUES SUR «CYRANO DE BERGERAC».

(Suite et fin).

Acte III. Scène I.

Elle tient bureau dans son réduit.

Réduit: Lieu où l'on se retire. Sorte de petit retranchement qu'on se fait dans un apartement (Richelet 1680.) Il signifie aussi un lieu où s'assemblent plusieurs personnes pour s'entretenir et pour se divertir.

Et mon ambition, pour faire moins de bruit,
Ne les va point quêter de réduit en réduit.
Corneille. (Richelet 1710.)

Le mot ne s'emploie plus aujourd'hui dans ce sens.

Tenir bureau donne l'impression d'appartenir à la langue des Précieuses; en réalité on ne rencontre pas les deux mots ainsi rapprochés. Bureau d'esprit est du XVIII^e^ siècle, et il ne semble pas qu'on ait jamais dit tenir bureau. Mais il est vrai qu'on trouve dans les Précieuses Ridicules avec un sens d'ailleurs différent: «Paris est le grand bureau des merveilles.» L'expression de Molière sauve celle de Rostand.

On y lit un discours sur le Tendre aujourd'hui. Allusion à la fameuse Carte du Tendre de la Clélie de mademoiselle de Scudéry. Ferons-nous un grief à Rostand d'avoir fait parler chez Clomire du «Tendre» seize ans avant que la célèbre demoiselle n'en ait dressé la carte (Clélie 1656)? On trouvera dans l'excellent volume de M. P. Bonnefon: La Société française du XVII^e^ Siècle (A. Colin, 1903, p. 131) une reproduction fidèle de la fameuse Carte.

Théorbe. Richelet, Tüorbe, téorbe. On dit l'un et l'autre, mais tüorbe est le mot d'usage et celui qui est presque en la bouche de tout le monde. C'est un instrument de musique à cordes, qui n'est autre chose qu'un luth à deux manches. [Il vous faudra trois voix qui seront accompagnées d'une basse de viole et d'un téorbe. Molière. Bourgeois gentilhomme a. 2. sc. I.]

escogriffe. Richelet+Escogrife. Maniere d'homme escroc qui ne cherche qu'à atraper quelque chose. [Un grand escogrife.] Rostand emploie le mot avec le sens plus général que lui donne D. H. Th. Gaillard de mauvaise mine. Ce grand escogriffe de maître d'armes. Molière. Bourgeois gentilhomme III. 3.

Orbe mot poétique et quelque peu inexact pour course. L'orbe est à proprement parler l'aire circonscrite par l'orbite.

Scène II.

Mon départ a l'air de vous laisser de neige. L'expression courante est *de glace.*

De l'exposer au feu = aux coups de feu.

Digitized by Google

Scène III.

Clomire, Alcandre, Lysimon. Comme on le sait, les Précieux et les Précieuses empruntaient volontiers à l'antiquité grecque et latine leurs «noms de guerre.» Quelques-uns de ces pseudonymes sont restés célèbres: Arthenice = Catherine (de Rambouillet), dont il est d'ailleurs l'anagramme.

Scène V.

Barthenoïde, Grémione, Urimédonte. Même observation.

brouet. Le fameux brouet lacédémonien célèbre par son laconisme.

Délabyrinther mot très heureusement forgé par Rostand.

gassendiste. Disciple de Gassendi. cf. Acte III sc. I.

barcelonnette. D. H. Th. Bercelonnette: berceau léger, le plus souvent en osier. Ac. 1835. Le mot est, on le voit, tout récent.

Ce nouveau-né, Madame, est un petit Hercule. et plus loin:

Ces deux serpents, Orgueil et Doute. Allusion à la légende des deux serpents envoyés par la jalouse Héra pour étouffer le jeune Héraklès.

Stranguler. Verbe refait plaisamment sur strangulation.

Avoir la goutte à l'imaginative. Expression d'allure précieuse. Imaginative = faculté imaginative = imagination. Cet homme se picque d'avoir une belle *imaginative,* mais le jugement luy manque (Furetière). Je n'ai pas trouvé l'expression au XVII^e siècle, mais elle est juste de ton.

noirceur, blancheur. On n'emploie ordinairement noirceur qu'au sens moral; le rapprochement des deux mots au sens propre est amusant ici; d'ailleurs on pouvait employer au XVII^e siècle le mot au sens propre. La noirceur du teint, de petites noirceurs au visage (Furetière).

L'eau fade du Lignon. Allusion à la pastorale de d'Urfé, l'Astrée, dont l'action se passe au bord de la petite rivière du Lignon dans le Forez et qui représente ici l'amour mièvre et fade à côté de la vraie et grande passion.

Voiture, le Dieu de l'Hôtel de Rambouillet; ses Lettres eurent au XVII^e siècle une réputation incroyable. La postérité les a remises à leur place qui n'est pas très élevée.

Scène VII.

Ce jeu renouvelé de Diogène. Allusion à l'histoire de Diogène cherchant un homme une lanterne à la main et réminiscence de la définition classique du jeu de l'oie: jeu renouvelé des Grecs.

Majuscule. Le mot, qui ne s'emploie normalement que pour les caractères d'imprimerie ou d'écriture, n'est évidemment ici que pour la rime: cuculle.

cuculle (vieilli aujourd'hui): capuchon de moine.

Scène VIII. *Que sera-ce la chose;* ellipse très littéraire: que sera-ce pour ou de la chose?

Festin d'amour dont je suis le Lazare. Cf. Evangile selon Saint Luc. XVI. 19.

Digitized by Google

Scène X. *soubreveste.* Justaucorps sans manches des mousquetaires de la Garde. D. H. Th.

Eloignez un chacun. Chacun se construisait avec l'article indéfini dans l'ancienne langue et se rencontre encore le plus souvent sous cette forme au XVII^e siècle, bien qu'il y ait des auteurs qui ne s'en servent pas et d'autres qui n'en font qu'un usage restreint. Le langage populaire d'aujourd'hui connaît encore l'expression *un chacun* et même *tout un chacun* (**Haase**: *Syntaxe française du XVII^e s.* Trad. franç. 1898. § 47 B.)

Scène XI. La scène est tout entière inspirée du texte authentique de Cyrano dans L'autre monde ou histoire comique des Etats et empires de la lune. (1663)

cheyant, — je chois. Richelet. Choir. Ce mot se dit élégamment en poësie, et sur tout au figuré. En prose on dit plus ordinairement tomber que choir. Je choi, je chus, j'ai chut, je suis cheu. Le petit peuple de Paris dit je choiray. [Fai choir en sacrifice au demon de la France. Malherbe.]

Le poids de mon postère. Littré+Postères. Dans l'ancien style *burlesque*, le derrière. Nous portâmes dans leurs postères
Des estocades mortifères
Scarron. Virg. trav. II.

Le mot est déjà chez Rabelais, mais comme chez Scarron au pluriel.

Suis-je en Alger. Au XVII^e siècle il est encore d'usage d'employer la préposition *en* devant Alger au lieu du moderne *à*. Cf. **Haase** *op. cit.* p. 357.

à mes périls et risques. L'expression courante est: à mes risques et périls.

A la parfin. Renforcement de *à la fin.* om. D. H. Th. L'expression est du XVI^e siècle: cf. Marot. Epître IX. A son amy Lyon (1525): Mais il vous le rongea / souvent, et tant, qu'à la parfin tout rompt.

Cucurbite. Furetière. Terme de chymie. Vaisseau où on met les matieres qu'on veut distiller. C'est un verre à long col.

L'aigle stupide de Regiomontanus. Gassendi, le maître de Cyrano, rapporte que Regiomontanus (1436—1476) avait construit «un aigle qui vint en volant au devant de l'Empereur et l'accompagna jusqu'aux portes de la ville». Je renvoie les curieux à la dissertation consacrée à l'aigle stupide par J. André Buhle: «De aquila et musca ferrea quae mechanico artificio apud Noribergenses quondam volitasse feruntur». Altdorf, 1708. in -4°.

Le pigeon timide d'Archytas. Archytas de Tarente, né vers 430 av. J. C., avait construit une colombe volante «dont toute l'antiquité a parlé avec admiration».

matutinal. Cet adjectif aujourd'hui vieilli ne semble guère appartenir à la langue du XVII^e siècle: il est du XVI^e.

L'arc de Phoebé. Le croissant de la lune.

Cadédis. Gascon: tête (cap) de Dieu.

Digitized by Google

Je vous le donne en cent = Je vous donne le droit de faire 99 réponses fausses avant la centième qui devra être bonne. On se rappelle la lettre fameuse de Madame de Sévigné à M. de Coulanges. (15 Décembre 1670).

en petit saut de lit. Vêtement léger et déshabillé qu'on met au saut du lit.

Scène XII.

pour aller à la guerre. L'expression est courante au XVII^e siècle; on dirait aujourd'hui: partir en campagne.

Acte IV. Scène II.

Gaster. Littré. Le ventre, l'estomac.

Je devais par la royauté
Avoir commencé mon ouvrage.
A le voir d'un certain côté
Messer Gaster en est l'image.

La Fontaine. Fables III, 2.

Le mot est déjà chez Rabelais. La sentence du satyrique est vraye, qui dit messere Gaster estre de tous les ars le mestre. Pant. IV. 57. (*om.* D. H. Th.).

Bourguignote. Richelet Bourguinote s. f. Pot en tête qui est ouvert par devant, et qui est à l'épreuve de la pique et du mousquet. Furetière donne la forme *bourguignote.*

Scène III.

J'ai quelque chose . . . On connaît la phrase courante: Avoir l'estomac dans les talons = avoir très faim.

Non, non, ventre affamé . . . tu mens. Ayant le ventre affamé tu n'as pas d'oreilles, tu ne peux donc pas entendre de bourdonnements. L'expression courante est: «Ventre affamé n'a pas d'oreilles».

Ta salade.

Jeu de mots sur salade (salade à l'huile) et salade (ital. celata). Casque à timbre arrondi, à courte visière fixe, à grand couvre-nuque que portaient les gens de guerre à cheval.

L'éminence qui grise. Jeu de mots et allusion au Père Joseph, conseiller de Richelieu et surnommé «l'Eminence Grise».

Croquer le marmot, signifie proprement attendre en vain quelqu'un qui ne vient pas. L'expression est amenée ici par l'expression précédente, courante elle aussi. Avoir une faim d'ogre (et non des faims).

Piffre. Richelet+. goulu, gourmand, goinfre [le gros pifre. Ah! le pifre!]

Ce qui du fifre vient, s'en va par le tambour. L'expression, infiniment spirituelle ici, est une déformation de l'expression courante «ce qui vient par la flute s'en retourne par le tambour pour dire qu'on despense avec profusion le bien qu'on a acquis avec facilité» (Furetière).

Scène IV.

brocarder. Piquer quelqu'un par quelques traits plaisants et satiriques. Un homme sage s'abstient le plus qu'il peut de *brocarder.* (Furetière).

Digitized by Google

mousquetade. Richelet. s.f. Quelques-uns croient ce mot un peu vieux, & en sa place ils disent *un coup de mousquet.* On croit ces Messieurs un peu trop délicats. Ablancourt & tous les bons Auteurs modernes écrivent essuïer une grêle de mousquetades.

la furie avec quoi j'ai fait lâcher le pied. Archaïsme en 1897 pour: avec laquelle. L'expression eût été tout à fait correcte en 1640. Cf. Ce n'est pas le bonheur après quoi je soupire Molière Tartuffe III, 3, 926. — Voici de petits vers pour de jeunes amans sur quoi je voudrois bien avoir vos sentimens Molière. Femmes savantes III. s. 968. Cf. **Haase,** *op. cit.* p. 70 et **Darmesteter-Sudre,** *Syntaxe,* § 411, p. 79.

Caracole. Furetière *s. v.* Caracol (quelques-uns disent caracole au féminin, mais il est moins en usage) c'est un mouvement que fait le cavalier en demi-rond, en demi-tour, à gauche ou à droit, en changeant de main, afin que l'ennemy soit toûjours incertain si on l'attaquera de front, ou de flanc. C'est aussi le demi-tour que fait chaque cavalier, quand il a fait sa décharge, pour passer de la teste de l'escadron à la queûë.

Vivandier. Marchand qui suit l'armée, ou la cour, pour y vendre des vivres et autres necessitez. Il est deffendu sur grosses peines, de faire aucun dommage aux vivandiers (Furetière).

Vile tourbe. D. H. Th. Vieilli. Foule. Multitude de gens méprisables. Princes et rois et la tourbe menue. La Fontaine, Contes.

gueuleton. Partie de table; mais c'est un néologisme qui étonne et détone.

Balthazar. Néologisme également et abréviation argotique de «Festin de Balthazar».

Viedase. Terme injurieux qui ne signifie autre chose que visage d'asne, vu qu'on disoit autrefois vis pour visage et de *vis d'ase* on a dit par corruption *viedase* (Furetière).

Acte V. Scène II.

Etuviste. D. H. Th. *Vieilli.* Celui, celle qui tient un établissement de bains. Les Perruquiers ont des lettres de Baigneurs et *Estuvistes,* quoy qu'on les appelle simplement *Baigneurs* (Furetière).

Scène V.

Vertuchou. Juron à finale euphémistique pour Vertudieu, Vertu de Dieu, cf. morbleu etc.

fébriciter. On ne trouve que le participe fébricitant, fébricitante. Dans les fébricitants, il n'est rien qui ne pêche (La Fontaine). Rostand a refait un infinitif.

avant dîné. Dîner et dîné, l'un et l'autre se dit, mais dîné est plus en usage (Richelet, 1680). Ce serait le contraire aujourd'hui; dîné est vieilli (D. H. Th.).

Monaco, Novembre 1910. **C. Polack.**

Digitized by Google

YTTERLIGARE ÖVERSÄTTNINGAR AV HÖSTENS STUDENTSTILAR.

Thème français.

[voir M. S. IV. viii. p. 124.]

Jeanne d'Arc naquit en 1412 (quatorze-cent-douze) dans le petit village de Domrémy. Elle etait douée d'une imagination vive (d'une vive imagination)[1] et se promenait souvent rêveuse (en rêvant) dans la forêt voisine (le bois voisin) de sa demeure (maison, chaumière). Elle ne savait ni lire ni écrire. Elle se consacrait aux soins du ménage (travaux domestiques), filait, cousait et gardait les brebis. Pendant son enfance, la France était dévastée par une guerre incessante (continuelle) contre les Anglais, et elle voyait souvent ses frères rentrer (revenir) à la maison (chez eux) avec des blessures reçues dans une bataille livrée (un combat livré) à une troupe ennemie [Elle voyait souvent ses frères, après quelque bataille contre une troupe ennemie, rentrer blessés (revenir blessés) à la maison (chez eux)]. Mon cœur saigne, disait-elle (avait-elle coutume de dire),[2] quand je vois couler le sang d'un Français (quand je vois[3] couler le sang français). A l'âge de 14 ans (quatorze ans), se trouvant un jour d'été (par un jour d'été) dans le jardin de son père, elle vit soudain (tout à coup) une grande clarté (lumière), et elle entendit une voix qui disait: "Jeanne, va (lève-toi), délivre le roi de France et rends-lui son royaume. De pareilles (telles, semblables) révélations revinrent souvent (se produisirent souvent) pendant les années suivantes, et enfin, quoiqu'elle sentît sa faiblesse (bien qu'elle eût conscience de sa faiblesse), elle se décida à obéir à la voix mystérieuse (exécuter l'ordre de la voix mystérieuse).

Notes.

(1) En français *fantaisie* désigne plus spécialement la souplesse capricieuse de l'imagination artistique.
(2) Mais en français l'imparfait suffit pour marquer l'habitude.
(3) Mais non pas 'en voyant', car le verbe 'voir' se rapporterait au mot 'cœur', ce qui serait absurde.

Upsala 21 novembre 1910. ***M. Chevallier.***

Thème Français.

[voir M. S. IV. viii. p. 124.]

Jeanne d'Arc naquit en 1412 dans le petit village de Domrémy. Elle était douée d'une vive imagination et se promenait souvent en rêvant dans la forêt proche de (avoisinant) la maison de ses parents (sa maison paternelle). Elle ne savait ni lire ni écrire. Elle se

Digitized by Google

consacrait aux (s'occupait des) soins du ménage [travaux domestiques (de la maison)], elle filait, cousait et gardait les moutons (brebis) [menait paître les b.]. Pendant son enfance, la France était ravagée (dévastée) par des guerres continuelles (luttes incessantes) avec les Anglais, et elle voyait souvent ses frères revenir (rentrer) blessés d'une escarmouche (d'un combat) contre une troupe ennemie. "Mon cœur saigne," disait-elle (répétait-elle, avait-elle l'habitude de dire), "en voyant (quand je vois) le sang d'un Français". — Se trouvant, à l'âge (âgée) de quatorze ans, un jour d'été, dans le jardin de son père, elle aperçut (vit) tout à coup (soudain), au milieu des arbres, une vive clarté (lumière, lueur) et entendit une voix prononcer ces mots (qui disait): "Jeanne, va délivrer le roi de France et rends-lui son royaume!" De semblables (pareilles) apparitions se répétèrent (revinrent) souvent les années suivantes et enfin (à la fin), quoiqu'elle sentît (connût) sa propre faiblesse, elle se décida (résolut) à obéir à (à suivre) la voix mystérieuse.

Gothembourg, le 22 novembre, 1910. ***M. Ransson.***

Thème Français.

[voir M. S. IV. viii. p. 128.]

Mon cher frère, Je suis arrivé hier soir à Paris et je t'écris déjà — il n'est que neuf heures du matin — pour te raconter (dire) que mon voyage a été très heureux (s'est très bien effectué, s'est parfaitement bien passé). Je me suis arrêté (Je suis resté, J'ai passé) un jour à Copenhague, qui m'a paru une ville des plus agréables (très agréable), plus grande et plus animée que Stockholm, quoique St. soit beaucoup plus joli (beau). J'ai passé trois jours (trois fois vingt-quatre heures) à Berlin, et j'ai au moins visité les curiosités les plus importantes (remarquables) de la ville. Quoique la ville même (elle-même, en elle-même, par elle-même) ne soit pas fort (extrêmement) intéressante, il y a /pourtant/ beaucoup à voir. De tout le voyage c'est Cologne qui me laisse le meilleur souvenir (C. est mon meilleur souvenir de tout le voyage). La grandiose (L'immense, L'imposante) cathédrale me fit (produisit sur moi) une vive impression, et cependant j'éprouvai presque plus de plaisir à visiter les autres vieilles églises, qui toutes offrent le plus grand intérêt. Maintenant il s'agit de bien employer (de bien tirer parti de) mon temps à Paris. Demain ou après-demain je t'écrirai plus au long (en détail, longuement) quant à (au sujet de) mes premières impressions d'ici.

Salue chacun de ma part [Amitiés à chacun (à tout le monde)] et écris bientôt à (et à bientôt de tes nouvelles,)

Ton frère dévoué,
Axel.

Gothembourg, le 22 novembre, 1910. ***M. Ransson.***

Digitized by Google

Engelskt översättningsprov för latingymnasiet.

NOTE.—The Swedish original, together with two renderings, is printed in the November number [M. S. IV. viii. pp. 126—128]. Other verse versions — by the same author, but in manners so diverse as those of Wordsworth, Browning and Swinburne — of former pieces set for the Leaving Certificate Examinations will be found in M. S. III. ix. p. 154 (Studentstil, H. T. 1909), in M. S. IV. iii. pp. 40, 45 (Studentstilar, V. T. 1910), in IV. vi. pp. 100—101 (Realskolestil, V. T. 1909). See also p. 150 in the present number. *C. S. F.*

(iii) A Wordsworthian Version.

Dear Cousin Jim,

My mind returns
To that delightful week or two
Amid the woods, beside the burns,
Last winter, spent with you.
And still we think with one accord
That merrie dance will ever be
Above all other memories stored
For brother John and me.
Now I am here in London town,
The season's drawing to a close,
Were it already done, I own,
I'd not be lacrimose.
Do you remember, cousin Jim,
How, in the school years that are passed
My heart with pleasure would o'erbrim
When spring time came at last?
Not that my work began to cloy
So overmuch, though haply it
(I was a very studious boy)
Contributed a bit.
Spring has come earlier than her wont
And we already have been spry
To tramp through many a suburb haunt,
My brother John and I.
We take the county council car,
Hard by our porch it wends,
And ride upon it very far
To where the system ends.
A hundred steps beyond that mark
The traveller who roves
Will find himself as in a park
With shrubs and trees and groves.
I send to you, my dearest coz.,
My love, that cannot alter,
(It doesn't matter if it does);
Yours ever (comma) Walter.

Gothenburg, 18 November 1910. *G. E. Fuhrken.*

Digitized by Google

(iv) Some Lund Perversions.

My dear cousin (Dear cousin)!

I will not (won't) easely *forget the* charming *days,* which (that) I past *at* your's on *the country* during *winter.* Brother *John and I* continually[1] *agree* [still are agreed (of one mind)] on that [on (upon) the (that) point) fact)] *that your* dancing party *was* (agree in your ball beeing) one of the most amusing (enjoying) /ones/ *we* ever have (have ever) *attended* (been present at, we ever took part in, of which we have ever partaken)[2]. In this town (Here in the town) *the end of the season is now* approaching [season (the season) is soon over[3] (now approaches its end)] and to say truth I wouldn't mind, if (have much against that fact, that) it was [mind {have any objection (much) against, dislike} it's (its) now being] *already* to *an end* (ended)[4]. *You* certainly *remember from our* schooltime *how* happy I usually (often) was (would be), *when* the *spring* at length *came* on (came in, set in)[5] which we had waited /and waited/ for[6] so long (such long a time) [when at length the spring, on which we so long had waited, came]. Truly it did not depend (depended not) thereon [on the (that) circumstance (matter, thing, fact)] *that I* have *got* [depend from (on)[7] my getting (having got)] *tired of* the *lessons. This year spring came* at an earlier time than usually, *and John and* I already have[8] been taking some refreshing promenades in the environ (surroundings) of *town.* We ascend (get up into) *the tram almost at our* gate and drive (ride) with (on) it (follow with) *as* long *as the line* is reaching [as long as it runs, as long as the line is /long/ (runs), till the line's end]. *Then there* is *only some* hundreds of steps *and* so are we *out* (to go to find yourself out) in holts and meads. Thousand (A thousand) kindly (friendly) *regards.*

Yours sincerely (truly, very truly)
Walter.

Notes.

The above renderings are composed of extracts from about a dozen translations by students of Lund University and others. Quite inoffensive expressions are printed in *italics:* the rest are open to criticism.

(1) 'continually' imports repetition rather than constancy.

(2) 'amusing' is practically restricted to the laughable and accordingly has a considerably narrower range than the corresponding verb and noun; 'attend' would be more naturally used of a 'State Ball' than of a 'friendly hop'; and 'partaken' is by no means interchangeable with 'taken part' (for it means 'take a portion of' rather than 'play a *rôle* in').

(3) 'soon' should not be used with the indefinite form of the present tense when that is a future-equivalent.

(4) 'its being already ended' would express a *fact,* not a *hypothesis:* i. e. it expresses *that* the term *is,* not *if* the term *were,* at an end.

(5) 'set in' is commonly used of things unpleasant.

(6) 'for' may stand if it be taken with 'which' not with 'so long' — but it is best excluded as being ambiguous.

(7) 'depend on' expresses *conditions,* 'due to' expresses *cause;* 'depend from' is used in the literal sense of 'hang from'.

(8) This word-order is inappropriate here, as it is employed mainly for the sake of special emphasis.

Lund, 17 November 1910. *C. S. Fearenside.*

Digitized by Google

Engelsk Realskolestil H. T. 1910.

NOTE.—The Swedish text of this piece, together with an English rendering and notes, will be found in the November number of *Moderna Språk* [IV. viii. pp. 135—136.]

(ii) A Gothenburg Prose Rendering.

My dear Albert (Bertie),

Thanks for the letter /that (, which) I/ received yesterday. I am now in London (in town). The other day (A day or two ago) I went to (visited) Ascot to see the races. I have (had) never seen anything so interesting. There must have been (were certainly) more than (over) 5,000 people there (present). As I couldn't see much of the horses, I studied the crowd (behaviour of the spectators) instead. While listening to the bookies (bookmakers, professional betting men), I heard some one behind me speaking Swedish. It was your old schoolfellow, Harry Wester, and his sister. They didn't recognize me at first. He is now settled (established, living) in London and is making a lot of (any amount of, a heap of) money [is raking in the rhino (the pieces) F] by giving gymnastic treatment (kinesitherapy, movement-cure). At six /o'clock/ we returned home together. As I shall soon be (am soon) leaving London, you had better address your next letter to Welwyn again (once more).

Your affectionate brother,
Robert.

(iii) A Gothenburg Verse Version.

From London, where I am residing, to Ascot I recently hied
To look at the racing and riding, by thousands of onlookers eyed;
I couldn't see much of the horses, but studied the fun of the show,
And the whole entertainment of course is à mon avis, bien rigolo!
As I harked to the bookmakers bawling, just behind me I caught the soft sound
Of the musical rising and falling of the voice of a Swede, and I found
That an old friend of yours was enlarging, your old chum at school, Harry Wester,
On topics allied to massaging, he was there with his gnädige Schwester;
He has settled in London, as I know, and what with gymnastics and cat tricks
Is heaping together the rhino, as professor in Kinesiatrics.
At six back for London we started, and, Bertie dear, it will be better,
Since soon from that place I'll be parted, if you will address your next letter
To Welwyn once more (in the County of Herts)
Your affectionate Robert (Bachelor of Arts).

Gothenburg, 27 November 1910. ***G. E. Fuhrken.***

Digitized by Google

SKRIFTER INSÄNDA TILL REDAKTIONEN.

A. Böcker.

53. **Century Dictionary and Cyclopedia**, a Work of Universal Reference in all Departments of Knowledge. Supplements prepared under the Superintendence of BENJAMIN E. SMITH. 2 vols. 315×225 mm. Vol. X (Dictionary A—L) pp. xii+754. Vol. XI (Dictionary M—Z), pp. 755—1468+ Cyclopedia of Names, pp. 1—92. Numerous Illustrations. £3 net. (New-York, 1909: The Century Co.; London, 1910: The Times Book Club.)

The publishers boldly speak of these volumes as "completing and perfecting *The Century Dictionary & Cyclopedia* and equally necessary as a supplement to any and every dictionary of the English language yet published. Forming in themselves a complete and compendious Cyclopedia of all the latest developments in the world's work and thought and play. Indispensable to any one who would be abreast of the new ideas and inventions of the 20th Century." The justice of these claims regarding this new supplement to two standard works—which are to be found in every tolerably equipped school library—will be considered at length in a review by Prof. Ekwall in the January 1911 number of *Moderna Språk*.

54. **Hammarberg, Viktor & Zetterström, Sven.** *Engelsk Grammatik.* Andra, förbättrade upplagan. 195×135 mm. pp. viii+235. Kr. 2.25. (Stockholm, 1910: Wilhelm Bille).

The authors congratulate themselves—and with reason—that the book has reached a second edition within three years of publication: they would have better earned their congratulations, however, had they used the ample time given them to subject their work to a far more thorough revision—which, despite the many excellences already noticed in these columns, it still needs.

55. **Levrault, Léon.** *La Critique Littéraire* (Les Genres Littéraires). 170×110 mm. pp. 138. Broché, 75 cs. (Paris, 1910: Paul Delaplane).

"Nous ne prétendons pas faire ici œuvre d'érudit; mais nous résumons en une centaine de pages, sous un format commode, ce qui intéresse l'histoire d'un genre particulier ... Nous formerous un vœu: celui d'avoir pour lecteurs, non seulement les écoliers et les étudiants, mais tous ceux qui s'occupent de littérature d'une façon désintéressée." (Extrait de préface).

B. Tidskrifter.

Bonniers Månadshäften: Oktober 1910. This number contains, among other things, a verse translation into Swedish of Rudyard Kipling's splendid *Ballad of East and West* by a Lund student, Olavus Wold. The meaning of this by no means easy poem seems to have been understood: one wonders whether the fire and the literary echoes of the original have been reproduced—or are reproducible? The original is accessible, by the way, not only in the *Barrack-Room Ballads* but also in Henley's admirable anthology, *Lyra Heroica* (which is one of the score books that should be on the shelves of all teachers of English).

Le Maître Phonétique: Organe de l'Association Phonétique Internationale. Abonnement annuel, 5 fr.; le numéro, 70 c. 26e année, nos. 9—12; Septembre—Décembre. (Bourg-la-Reine: Paul Passy).

Septembre—Octobre. P. Passy, Prononciation scolaire du Latin; D. Jones, The Transcription of English Vowels and Atkinson's Mouth-Measurer. Comptes-rendus: E. Paegle, *English Lessons;* L. Tesson, *Livre de Lecture* et *Le Verbe Français raisonné;* Saillens-Holme, *French Pronunciation.* Transcriptions etc.

Novembre—Décembre. P. Passy, Prononciation scolaire du Grec. Comptes-rendus: H. C. Wyld, *Elementary Lessons in English Grammar;* J. A. Afzelius, *A Pronouncing Dictionary of the English Language;* A. Wallensköld, *La Construction du Complément des Comparatifs et des Expressions comparatives dans les langues romanes.* Transcriptions etc.

Digitized by Google

Modern Language Notes, Vol. XXV, no. 8: December 1910. 25 cents. (Baltimore: Johns Hopkins Press).

The sixth and seventh numbers have unfortunately not reached us. The present number contains many short reviews of books (several gathered under the general headings of "Wagneriana" and "German Romanticism"), a longish article by Fred. Tupper Jr. on "the Cynewulfian Runes of the first Riddle", and, (literally and figuratively) "before all", an obituary notice of the zealous and able managing editor, A. MARSHALL ELLIOT, who courageously started this review twenty-five years ago *with one subscriber!*

Modern Language Teaching: the Official Organ of the Modern Language Association. 6*d.* monthly. Vol. VI; no. 7: November 1010. (London: A. & C. Black).

November. F. M. S. Batchelor, The Teaching of Composition [a contribution to a discussion begun in the July number]; Impressions of the Holiday Courses at Berlin (Institute Tilly) and Rouen; Reviews; Correspondence [including further discussion of the opinions of M. Hovelaque]; Syllabus of W. O. Brigstocke's Christmas Vacation Lectures on Modern Language Teaching [suggestive]; H. W. Atkinson, Loan Lantern Slides Collection.

National Home-Reading Union Magazines [see M. S. III. vii. pp. 107—8] Published by the National Home-Reading Union, 12 York Buildings, Adelphi, London, W. C.:—

General Course Magazine. Vol. XXII. No. 1: September 1910. 3*d.* Articles to guide and help reading selected text-books on the following subjects: Plant Life; Citizenship (Housing Problems and Garden Cities); the Literary Study of the Bible (Isaiah); Canada; Old Greek Life (The Odyssey); Shakspere's Language; Tennyson for Beginners.

Young People's Magazine. Vol. XXII. No. 1: September 1910. 2*d.* Very simple articles (usable almost as they stand by foreign teachers of English) on English History (Wycliffe to Shakespeare) and English Literature (Chaucer to Marlowe), and on H. Rider Haggard's "King Solomon's Mines" (a popular boys' book) and on Mrs Marshall's "Winchester Meads" (a popular girls' book).

Neuphilologische Mitteilungen: herausgegeben vom Neuphilologischen Verein in Helsingfors, Nr. 5—6, November 1910: Hugo Suolahti, Die estnischen Worte im Deutschen der baltischen Ostseeprovinzen (ss. 30), Besprechungen: W. Söderhjelm-Tötterman, *Premier Livre de Lectures Françaises* etc.

School World: a Monthly Magazine of Educational Work and Progress. 6*d.* monthly. Vol. XII, nos. 143, 144: November, December, 1910. (London: Macmillan).

November. Hardress O'Grady, The Teaching of Free Composition in Modern Foreign Languages [vigorous and practical and of special interest to Swedish teachers struggling with the new order of things]; the Teaching of Latin at the Perse School, Cambridge [where the direct method has been systematically applied to the Classics with apparently great saving of time and increase of efficiency].

December. J. W. Moulden, The Teaching of Letter-Writing; Arrête-Relatif à la Nouvelle Nomenclature Grammaticale [which is editorially compared as regard methods, and may also profitably be compared as regards contents, with the British scheme for Uniform Grammatical Terminology printed in the February number of *Moderna Språk*]; several reviews of books dealing with English Language and Literature.

Vor Ungdom: Tidskrift for Opdragelse og Undervisning udgivet af Pedagogisk Selskab. (København: Gyldendalske Boghandel, Nordisk Forlag).

Novemberhæftet: Poul Levin, Tale ved Carolineskolens Hundredaarige Jubilæum; Georg Bruun, Af en Skolemands Læsning; J. P. Mosegaard, Om Ret Verdering.

Digitized by Google

BREVLÅDA.

4. A. K. enquires why, in the October number (p. 117, note 16), I rejected 'so fine people', and quotes an example from Dr. Rodhe's translation of the Studentstil, V. T. 1879, where a similar formula is given—though only as "det mindre vanliga uttrycket". That surely corresponds closely enough with my own expression in the passage cited, "not (in *ordinary* present English)". For school purposes it is a fairly safe rule not to use 'so' when the epithet qualified is followed by a noun.

5. A. S. need feel no qualms about adding "in (of) the parish" after "the poor and /the/ sick": if anything be added, let it be 'persons' or 'people' or 'folk', not 'ones' (unless a definite set of such is in view).

6. BIBLOPHILIST [the usual word is 'Bibliophile'] is informed that the books advertized are not in Sweden, but are ordered by us to be sent direct to the Swedish buyer: please re-read the concluding paragraph.

7. G. L., T. H. S., and "intresserad läsare" are thanked for their renderings of the University texts printed in our September number: it has been impossible, however, to deal either with them or with *Jerusalems Modernisering* (of which also several translations have been received) in this volume, seeing that *no less than half our space* has this year been devoted to translations and other exercises in composition.

AN ENGLISH HOME IN SWEDEN

in a dry, high-lying, secluded (but readily accessible) and beautiful region of lake and forest in south-eastern Dalarna, with or without lessons from native Englishwoman, is offered at from 25 kr. per week or at from 90 kr. per month. Good opportunity for girls who have just left school or other ladies to acquire fluency in English as a preparation or substitute for a stay in England. At least two native-born English people will be in residence during the autumn and winter of 1910—1911. For particulars and references to former guests and pupils apply to

Miss YOUNG, Snöån, Ludvika.

Leçons de Français

Littérature, grammaire, versification, conversation, correction de manuscrits, traduction du *suédois*, de *l'anglais*, de *l'allemand* par une dame *parisienne* qui, pendant onze ans, a préparé à l'examen d'État, avec succès, les étudiants de l'Université de Marburg en Hesse.

Fru RANSSON,
Carlgustafsgatan 23, GÖTEBORG.

Svea English Treatises

The English Editor of *Moderna Språk* will be pleased to revise the text and read the proof of doctoral and other treatises in English on English subjects with a view to their publication (on mutual terms) in the United Kingdom. Particulars on application to

C. S. FEARENSIDE
Handelshögskolan, STOCKHOLM.

Digitized by Google

FÖRFATTAREREGISTER.

[De inom parentes betecknade siffrorna angiva antalet av resp. författares sidor.]

CHEVALLIER, M. (.6). Thème Français [Jeanne d'Arc] 144
C. S. R. C. (.3). Realskolestil [Min käre Johan!] 26
EKWALL, EILERT (6). Afzelius, *Concise Pronouncing Dictionary of Modern English*..... .... 5—9
— —, Two Editions of Chaucer's Prologue (Pollard and Wyatt) 111—112
ELFMAN, K. (.5). Fragen und Antworten..... 85—86
FEARENSIDE, C. S. (50). Bibliographical Notices 15—16, 30—31, 62, 87—88, 102—104, 118—120, 149—150
— —, British Aids to Language Teaching..... 98—99
— —, British Summer Meetings, 1910..... 20—24
— —, "Certain Personal Matters"..... 30
— —, Fourth Summer Course in English at Anglicia..... 63
— —, New Volumes in Nelson's Libraries ..... 108—111
— —, Principal Holiday Courses, British and Continental..... 17—19
— —, Studies in British Coins and Money: III. Answers..... 89—95
— —, Translations: Examinational 41—43, 46—48, 57—61, 127, 131—2, 135—6, 147
— —, „ Ordinary..... 14—15, 28—29, 115—117
FUHRKEN, G. E. (7.5). Edwardus Rex, 1901—1910 49
— —, Verse Versions of Leaving Certificate Texts. 40, 45, 100—1, 146, 148
— —, Prose Translations of Leaving Certificate Texts. 40, 46, 58, 128, 148
GUNTER, EVELYN M. (3). Some Books on Oxford..... 50—52
JONES, DANIEL (1). Gabrielson, *Rime as a Criterion of the Pronunciation of Spenser, Pope, Byron and Swinburne* .... 95—96
KARF, WALTER (8). Wulff, *25 Stunden Deutsch Sprechen*..... 113—114
— —, Übersetzungen ..... 10—12, 34—35, 55, 56, 123—124, 133—134
KOCH, E. A. (.6). Birg. Säterstrand. *Deutsche Stunden in der Obersten Classe einer schwedischen Realschule* 113
KÖPER, J. C. (1.3). Eine Schülerreise nach Deutschland ..... 24—26
KORLÉN, ARTUR. (6.6). Ett planerat försök med infödd assistent för språkundervisningen..... ..... 65—71
LARONDE, ANDRÉ. (.3). Thème Français (Min käre Johan!)..... 26—27
MARTIN, FRANK. (2). A. C. Bradley, *Shakespearean Tragedy* ..... 96—98
MÉALY, PAUL. (4). Thèmes Français ..... 38, 125—126, 129—130
MEYER, E. A. (7). Atkinsons Mouth-Measurer ..... 106—107
— —, Fragen und Antworten..... 86
— —, Übersetzungen..... 13, 28, 54, 115, 122—123, 134
PALLIN, MÄRTA. (1). The Edinburgh Summer Meeting..... 53—54
PINOT, VIRGILE. (14). Une Satire Littéraire et un Nouvel art poétique: Chantecler..... 72—83
— —, Thèmes Français..... 37—38, 43—44
POLACK, CAMILLE. (5.6). Notes Lexicographiques sur "Cyrano de Bergerac" (suite et fin)..... 139—143
— —, Thème Français (Min käre Johan!)..... 27
RANSSON, M. (2.5). Thèmes Français ..... 39, 44, 144—145
RODHE, EMIL. (2), Realskolestil (Snälla Klara!)..... 12
— —, Trois Versions supplémentaires..... 84—85
S. D. S. Stilsvenska [ej översatt i denna årgång]..... 114—115
SPERBER, HANS. (1). Übersetzung .... 35—36
ÖVERSTYRELSEN (4). Reproduktionsprov..... 55—56, 56—57, 136
— —, Uppsatsuppgifter, V. T. och H. T. 1910..... 33, 121
— —, Översättningsprov: Realskoleexamen 54, 58, 133, 135
— —, „ Studentexamen, V. T. 1910. 34, 36, 38, 39—40, 43, 45,
— —, „ „ H. T. 1910. 122, 124, 126, 128—129 130

LUND 1910, A.-B. SKÅNSKA CENTRALTRYCKERIET.

Digitized by Google

Digitized by Google

Digitized by Google

Nr, VI sista häftet fullbundet

Digitized by Google

UNIVERSITY OF MINNESOTA
wils,per arg.4-6

Moderna spr ak.

3 1951 001 457 787 I

Digitized by Google